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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXVIII.

ST. LOUIS, MISSOURI, MAY 9, 1895.

No 5.

All Things Move by Cycles.

In early days, so history says,
The world was short on wheels,
And folks when bound to spin around
Spun round upon their heels.

In middle age, when pious sage
Caught folks religion lacking,
To save their soul they had to roll
On the wheel: 'Twas then called
"racking."

When our grand-dads were strapping
lads,
Folks spun on wheels of wood,
We feel no shame to do the same,
For wood-rimmed wheels are good.

Right well we know the world wheels
so
That force can never stop her,
And all things feel inclined to wheel,
Therefore to wheel is proper.

So, cycling friends, we're in old
grooves,
And since we know its true,
That the universe by cycles moves,
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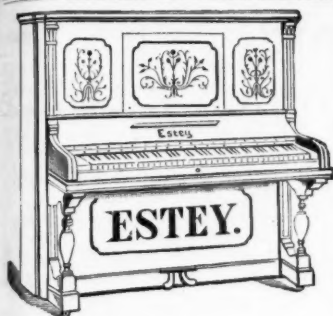
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VOL. XXVIII.

ST. LOUIS, MISSOURI, MAY 9, 1895.

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OUR teachers and institute conductors will find it profitable to so arrange their programs as to be sure and make the public evening meetings held during the county institutes, an occasion for interesting the tax-payer and the people in the great work our teachers are doing. Have some fine music and able and interesting addresses given of a popular character. Let ushers be appointed so as to properly, politely and promptly seat all who attend. Have full notices given also of the evening meetings, so as to insure a full attendance of the taxpayers.

THE average wages paid the teachers are not yet sufficient to secure the best talent or to hold the best class of ladies and gentlemen in the profession. We ought to remedy this without delay by proper legislation which will secure the money for their prompt and proper compensation.

WHAT a vast uplift mentally as well as physically this meeting of the N. E. A. in Denver, in July, will give our teachers and their friends. One cannot go through such an experience without being refined, ennobled, exalted. They will get a new idea of that force.

"And that fiber, quick and strong
Whose throbs are love, whose thrills
are song."

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For their sons are well tutor'd by you,
And their daughters profit very greatly under you:
You are a good member of the commonwealth.
—Shak.

THERE is a "giving which doth not impoverish" and a "withholding which doth not make rich;" and when persons, who have acquired wealth while their children have been faithfully trained by teachers, invite such teachers to "take a trip to Colorado this summer to attend the meeting of the N. E. A. at Denver, as they are doing to a considerable extent, they are only making a new investment which will surely bring its reward.

We wish ten thousand wealthy people would invite teachers to take this trip on these conditions, and go along too, with some of the older pupils, so that all shall be able to get the benefit of it.

Do not fail to go on from Graymont up to Green Lake. We saw a vision of beauty there we shall never forget, described by our poet as follows:

"Beside the brink a lovely maid
Against a furrowed tree was leaning
To watch the painted light and shade
That gave the mirror form and meaning.
Her shape and cheek, her eyes and hair
Have caught the splendor floating round;
She in herself embodies there
All life that fills sky, lake and ground."

HE is great who confers the most benefits. He is base—and that is the one base thing in the universe—to receive favors and render none.

WHEN the teachers of Iowa, or the teachers of any other state, presume to inquire about any amount of money that has been collected, or that they have paid in to the N. E. A., or which they may pay into its treasury in the future under its present form of organization, they should read Sec. 2, Art. IV of the Constitution. Then they will see how impertinent such inquiries are.

The officers of the N. E. A. only, control its affairs—these officers only, “shall have power to appoint such committees from their own number as they shall deem expedient,” and no others.

The “Tammany Hall” boodlers of New York would blush for shame over such a piece of self-imposed tyranny.

A BOOMERANG.

Thus the whirligig of time brings its revenges.
—Shak.

THIS tempest in a tea-pot, with some of the tea spilled, hot, on a few of the ring performers at the Cleveland circus, need not greatly alarm the four hundred thousand teachers of the United States not present. They will all want the report of Dr. W. T. Harris on the “Correlation of Studies in Elementary Education,” no matter what it costs or by whom published.

The teacher who undertakes to get on in the world without this report would resemble an artist traveler poking round all his life in a close cellar for beauty and glory with a tallow dip. To be sure this report was pitched into at the Cleveland circus in February last. All the performers appeared, properly bespangled with tinsel, at the crack of the whip of the Brooklyn president, spoke their little pieces in regular order—as announced on the hand-bills—then jumped through the same hoop, all in the same way, all in the same direction, all landed in the same

oblivious gulf below, and all sank out of sight. A touching, pathetic sight; and as they sank, wicked people, because it was a circus performance, rudely and heartlessly “snickered” out loud.

If the ring master, who so pompously called “time,” was a little “heady,” no special harm was done, it only goes to show that there is still some work to be done in Brooklyn, N. Y., by the W. C. T. U.

But why this tempest, in a tea-pot, over the Cleveland circus, and over the “Report of the Committee of Fifteen?”

Is it not published? Is it not valuable—nay, the most valuable thing the N. E. A. has ever yet done? What have the “plebeian” paying members of the N. E. A. to say or to do about it, anyway?

Did not the “tool” president of the N. E. A. clearly and definitely define the status of “its affairs” and of the paying members, at the St. Paul meeting?

By reference to page 27 of the Volume of proceedings of 1890 the “plebeians” who have paid in the \$40,000 will see that the tool president stated to “Plebeian” Forbes, of Chicago, who made a motion not down on the program, and which was duly and properly seconded, when he refused to put the motion, the tool president stated that “All the affairs of the N. E. A. were necessarily in the hands of its officers and committees.”

Now let the plebeian members of the N. E. A. who have paid in the \$40,000 see how easy it is for the self-elected and self-constituted officers of the N. E. A. to manage “all its affairs” according to their own sweet will.

We quote from and invite careful attention to Sec. 2. Article IV of the Constitution of the N. E. A. as follows: “The President, Vice-Presidents, Secretary, Treasurer, Directors, President of the Council, and presiding officers of their re-

spective departments, shall constitute the Board of Directors, and as such shall have power to appoint such committees from their own number as they shall deem expedient!”

Thus it will be seen that in an organization representing over four hundred thousand teachers in the United States these teachers have no more to say or do, no more power than four hundred thousand Chinese living in China.

“The officers” and “the committees” only, appointed from “their own number,” are the only persons who have either “rights” or “opinions” in the present organization of the N. E. A.

If the poor old maids of the N. Y. *School Journal* had ever read Sec. 2, Art. IV, of the constitution of the N. E. A. they would know that “all its affairs are necessarily in the hands of its officers and committees,” and that these only have power to appoint such committees, from their own number as they shall deem expedient. This is why the following paragraph from that paper reads rather fresh: “The plain fact is there has been an indefensible abuse of power somewhere. The chairman and one other member of the Committee of Fifteen and an ex-president of the N. E. A. are the assistant editors of the *Review*, and the editor-in-chief is the president of the N. E. A. The power to obtain exclusive privileges for the advancement of private interests could not be more closely concentrated.” Yes, rather fresh reading, that.

WE are confident that we shall help every pupil, every teacher, every educator that we persuade to make this trip to Denver to attend the meeting of the N. E. A. more than if we defrayed their expenses for two years at school.

The low excursion rates bring the trip within the reach of a very large number of people

A GIGANTIC FRAUD.

If seriously, I may convey my thoughts
In this my light deliverance.

—Shak.

WE are surprised to see how unorthodox the editor of the *Boston Journal of Education* has become.

Does he not know that there is a warm place—outside of Boston, of course—that is said to be “paved with good intentions?”

In a late issue he tells how the educational world, and this world is getting to be a large one—he tells how the “self-praised” Report of the Committee of Ten “escaped being a *gigantic fraud* because it was well intentioned.”

“Well intentioned,” forsooth! One hundred of the leading educators of the United States, summoned by the N. E. A. to give expression to their thought and experience—their expenses paid—amounting to \$4,505.94, and their report, after all this expenditure of time and money, “only escaped being a *gigantic fraud*, because it was well intentioned.”

Dr. Winship has an opinion which he expresses, telling us, as you see first, how we come to get what he calls “Dr. Harris’ masterpiece.”

There may be some abatement of confidence, however, among the one hundred leading educators of the United States and their friends, in Dr. Winship’s opinion of the “Report of the Fifteen,” because he “never bowed the knee” to the “Report of the Committee of Ten.”

We hope not, however, for we confess to the weakness of sharing his enthusiasm for “Dr. Harris’ masterpiece.”

Dr. Winship says of this “Masterpiece:”

“The Report of the Fifteen promises to be the diploma of renown of Dr. W. T. Harris. The *Journal* has long insisted that this master of educational thought and expression should represent Amer-

ican educational leadership in an unchallenged classic, and this he has done in the Report of Fifteen, a document as far above that of the Ten as conviction is above compromise.

“The *Journal* was never infatuated with that skillfully self-praised Report of Ten, and never bowed the knee to the document that claimed to represent the judgment of one hundred leading American educators, while it did not represent even the crude opinion of any one of the hundred, not even the average conviction of the ten; a document whose claim to unity was so false that it only escaped being a *gigantic fraud* because it was well intentioned.

“The Report of the Fifteen is quite otherwise. It is vigorous, conscientious, brilliant, as that of the Ten was not. Unlike that, it is aggressive, courageous, and philosophical; a work of genius, an epoch-making utterance. It bristles with quotable sentences that will thrill the educational world, while the Report of the Ten had not a single such sentence. Beyond all this, it gives the first valid excuse for the Report of the Ten, since without the miscarriage we should not have had this deliverance.”

WHAT did that “Report of the Committee of Ten” cost? Mr. Brown says it cost \$2,500. Another of our exchanges reported the cost at \$4,505.94. The expense of the Committee of Fifteen is yet to be provided for. No wonder that Pres. Nicholas Murray Butler is anxious to have the copyright of the Committee of Fifteen protected.

VIRTUE and intelligence are not a product of nature, but of education, moral and intellectual. Hence the education of all citizens in our common schools is therefore the supreme concern in this nation.

MR. BROWN says, when the officers of the N. E. A., who issue the “Report of the Committee of Fifteen,” so as to have care that the important reports and documents go out in a creditable form, he says that “we are not in a mood that enables us to comment on this proceeding in language suitable to these pages. Indignation is not the proper state of mind for the judicial treatment of any question, and we fear that the more we reflect upon it the more causes for indignation we shall discover.”

Sure enough, what a tempest in a teapot.

THE editor of the *Boston Journal of Education* tells the Herbartian mourners left over from the Cleveland circus that “the only safe thing for them to do is to open up heavy artillery from the distance and silence the *battery* by the superiority of their ordinance.” He says: “If you have such, the sooner you train your guns the better. An interested public is awaiting the action. It looks as though a Monitor had unexpectedly appeared upon the scene and when the smoke has cleared away we shall be interested in knowing what has become of the Merrimac. ‘Where are you at?’”

“Silence that battery” is—well, we will wait for the answer from the query concluding the sentence! Wait, too, with some anxiety, because we, too, believe in “Herbart.”

WHAT an opportunity the meeting of the N. E. A. at Denver offers the teachers of the United States to visit “the Switzerland of America.” There they will see earth climbing to heaven—mountain peaks that fairly cleave the air of another world with heaven’s most purple glories playing on their summits. We all ought to be studying the history, geography and geology of Colorado. This will be the opportunity of a lifetime for such an outing.

IN closing his remarks on the Cleveland circus, by calling for "hearses and ambulances" for those who were "fooling 'round with straws," Dr. Winship, editor of the *Boston Journal of Education*, says: "In all seriousness, this is the most interesting educational hour that America has known in fifty years. It is a good time to be alive.

"Dr. Harris has launched the educational masterpiece for which America has been waiting for a quarter of a century. He has not only given us a great philosophical ideal, but it is a high-water mark of technical perfection in the modern educational literature of this and other lands. For the first time American school men have an ideal of art in the treatment of an educational theme."

THE greatest thought which we, as a people, have yet formed in this country is the idea of promoting self-help.

Freedom means self-help. The only help that it is safe for one man to give another is that help which promotes *self-help*.

This is the only safe help, either on the part of the individual or the city, or the State, or the nation, that may be given. Any other gift may prove an evil in disguise.

How can our teachers be leaders unless they too, grow and so keep up and ahead of the growing wants of their patrons and pupils. To this end the "Reading Circle" should be established in every school district. This JOURNAL, other educational journals and the leading magazines should be taken. "*The Century*," "*The Forum*," "*St. Nicholas*," "*The New England Magazine*," "*Scribner's Magazine*," "*The Cosmopolitan*," and others. We shall be glad to aid in any way and help all to procure these fountains of knowledge.

PROFESSOR ALEXANDER HOGG, superintendent of city public schools, Fort Worth, Tex., a writer upon railroad matters, is anxious to obtain a piece of poetry, entitled: "Threw the Switch the Wrong Way." It was copied from an English magazine and went the rounds of our newspapers, 1880-1882. Any person having it in possession, or can direct the Professor so as he may obtain it, will confer a favor upon him and also upon THE AMERICAN JOURNAL OF EDUCATION.

How futile is the effort to give any one any adequate idea of the grandeur of the mountain scenery about Denver. This is why we wish every teacher in the United States might avail themselves of the opportunity *now* afforded to see all this at its best. It has taken many centuries to evolve this simple grandeur, and the trip can now be made so cheaply and under such delightful circumstances, that as Shakespeare says, we by

"Losing a mite,
A mountain gain."

IF our teachers and their friends want to see "gems from the antique" let them visit the Switzerland of America this summer by attending the meeting of the N. E. A. to be held in Denver, in July. The side trips to the mountains, gulches, and placer gold mines will be a revelation to them, such as they little dream of, at a distance. The trip can be made cheaply, and in the best of company.

THE social community, each and every member of it is interested in the education of all individuals. Education is an interest of the nation also, and every State and every section of this great republic is interested in the prosperity of the schools in every other State and section.

THE MOUNTAINS.

Whichever path travelers may select, they
Cannot err in this delicious region. —*Stat.*

THE excursion from Denver on the open cars of the Union Pacific which our teachers and their friends will take up to Idaho Springs, Georgetown, over "the Loop," on up to Silver Plume and Graymont, will reveal such a grandeur of sublimity as comes but once in a lifetime—to most people. There is no power of description adequate to properly describe "Clear Creek Canon" with its awful depths and the sublime heights of the towering peaks of the Rocky Mountains. It must be seen to be realized. The train hands are polite, communicative and well-posted. What the poor men will do with the questions and exclamations of a thousand, or ten thousand, school teachers from the plains of Kansas, the prairies of Illinois, and the hills of New England, no one can conjecture.

If they invite you, at the highest points on the trip, when you are so near "heaven" in point of *fact*, as well as of feeling, to "reach out—and shake hands with the angels" don't refuse, because you are not acquainted!

Our friends will find what Shakespeare says to be true:

"These high, wild hills, and rough, uneven
ways,
Draw out our miles, and would make them
wearisome;
But your fair discourse hath been as sugar.
Making all the way sweet and delectable."

THE two pillars of school education are good behavior and intellectual training. The good school by its discipline secures obedience to order and habitual respect to the rights of others, regularity, punctuality, silence, industry, truth-telling, courtesy, a kindly fellow-feeling for others—these are the elements of good behavior as found in schools.

A QUERY ANSWERED.

I have an answer will serve all men.

—Shak.

WHY teach reading, writing, arithmetic, geography, history, grammar and literature in our common schools?

Were the granting of a certificate to teach to depend on an answer to this question, many teachers might be puzzled.

To briefly answer this question is the object of this article. The writer has never seen Dr. Harris' "Correlation of Studies in Elementary Education," but acknowledges his indebtedness to Dr. Harris' articles read years ago suggested thoughts in these answers:

1. Reading opens the door to all recorded knowledge.

2. Writing enables us to preserve knowledge already recorded, and to record new knowledge.

3. Arithmetic as taught in the public schools embraces portions of arithmetic proper and of geometry; the first includes calculations into which forms of time enter, as percentage, interest, allegation, etc.; the second into which forms of space enter. All the operations of proportion. Arithmetic is of practical value in the application of its principles to the actual wants of life.

4. Geography is taught because it shows the earth as an organism built up for the home of man, and the interrelation of the nations with each other, and the solidarity of the human family.

History tells what the nations have done because they willed to do it. It presents the combined results of the freedom of the will as a self-directive power. It is a spectacle of the tribe will, the town will, the city will, the State will, the national will.

5. Grammar is taught because it embraces language in all its phases. The inner workings of the human mind are known to others only as expressed and recorded in language. Correct language is the expression of correct thinking, and correct language is grammatical language. Grammar, as frequently taught, deadens mental operations instead of being a mental stimulation for the means of communication.

6. Literature, because it is the expression of the feelings, the hopes, the joys, the fears, the hatreds, the longings and aspirations of the peoples of the world.

JAMES N. DAVID.

April 12, 1895.



UPPER TWIN LAKE.

A LESSON IN ANTONYMS.

A pretty deer is dear to me,

A hare with downy hair,

I love a hart with all my heart,

But barely bare a bear.

'Tis plain that no one takes a plane

To shave a pair of pears,

A rake, though, often takes a rake

To tear away the tares.

All rays raise thyme, time raises all;

And through the whole hole wears,

A writ in wrighting "right" may write

It "wright" and still be wrong.

For "write" and "rite" are neither right,

And don't to write belong.

Beer often brings a bier to man,

Coughing a coffin brings,

And too much ale will make us ail

As well as other things.

The person lies who says he lies

When he is but reclining,

And when consumptive folks decline,

They all decline declining.

A quail don't quail before a storm;

A bough will bow before it;

We cannot rein the rain at all;

No earthly powers reign o'er it,

The dyer dies awhile, then dies;

To dye he's always trying

Until upon his dying bed,

He thinks no more of dyeing.

A son of Mars mars many a sun;

All deys must have their days,

And every knight should pray each night

To him who weighs his ways.

'Tis meet that man should mete out meat

To feel misfortune's son,

The fair should fare on love alone,

Else one cannot be won.

A lass alas! is something false;

Of faults, a maid is made;

Her waist is but a barren waste—

Though stayed, she is not staid.

The springs spring forth in spring, and shoots

Shoots forward one and all,

Though summer kills the flowers, it leaves

The leaves to fall in fall,

I would a story here commence,

But you might find it stale;

So let's suppose that we have reached

The tail end of our tale.

—Exchange.

1. Use the words in italics for a spelling lesson.

2. Tell the part of speech of each word.

R.

WE are indebted to A. Flanagan, of Chicago, for the music in this issue. Mr. Flanagan not only enlivens the schools with good music, but he has all kinds of help for the weary teacher. Write him for anything you need.

Did you ever go within a mile of a soap factory? If so, you know what material they make soap of. Dobbin's Electric Soap factory is as free from odor as a chair factory. Try it once. Ask your grocer for it. Take no imitation.

G. P. PUTNAM'S SONS announce for early publication, Doctor Izard, a new romance, by Miss Anna Katharine Green, the author of "The Leavenworth Case," "Marked Personal," etc., etc. This story is described as quite distinct in character from the author's previous book.



STATE NORMAL SCHOOL, GREELEY, COLO.

THE DENVER MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

THE program for the General Sessions of the National Educational Association, which is to meet at Denver, July 9-12, has been made public, and leaves no possible doubt that the meeting will be one of great interest and value. The program restricts each of the three morning sessions to the discussion of a single subject, and opportunity is to be permitted for general discussion under the five-minute rule. The three topics that have been selected to be presented and discussed on this occasion are:

1. The Co-ordination of Studies in Elementary Education.
2. The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship.
3. The Instruction and Improvement of Teachers now at Work in the Schools

These topics are all practical and of interest to teachers of all grades and in all sections of the country. Papers on the first topic are to be presented by President DeGarmo, of Swarthmore College; Prof. Jackman, of the Cook County Normal School; and Prof. Charles McMurry, of Illinois Normal University.

The papers on the second topic are to be by Supervisor Martin, of Boston; Principal Johnson of the Winthrop Training School, Columbia, S. C.; and by Superintendent Marble, of Omaha.

On the third subject the leading speakers are to be, Professor A. D. Olin, of Kansas State University; Professor Earl Barnes, of Stanford University; and Superintendent Jones, of Cleveland, Ohio.

Evening addresses on general topics are to be made by the President of the Association (who reintroduces the former custom of an annual presidential address), Chancellor W. H. Payne, of Nashville, the venerable Professor Joseph Le Conte, of the University of California; President Baker of the University of Colorado, and Mr. Hamilton W. Mable, editor of *The Outlook*.

As an indication of the representative character of the program for the General Sessions, it is interesting to know that 28 names appear upon it, all but one of which are those of active teachers. Of these, 14 are engaged in public school work, six in normal schools, and seven in colleges and universities. The Western States (if Missouri be included in them) are represented by 12 speakers, the Eastern States by 10, the distinctively

Southern States by three, and the Dominion of Canada by one. In all, 18 states are represented.

The representation of women on the program is smaller than usual, owing, it is officially announced, to declinations received from those whose presence was most desired.

It will be observed with regret that the program does not contain the name of Dr. Harris, Commissioner of Education. But after due deliberation Dr. Harris has decided that his health requires a rest from active work, and he proposes to sail for Europe before the date of the Denver meeting.

In addition to the eight sessions of the General Association above noted, there will be ten sessions of the National Council of Education, (from July 5-9) and two sessions of each of ten departments, as follows:

The Department of Kindergarten Education	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"

In each department there will be a variety of papers and discussions on topics of special interest to teachers, by eminent men and women in each educational field.

The National Herbart Club will also hold two open sessions for the discussion of important topics.

The programs contain no sensational features, but indicate a convention where much hard work will be done and much good of the most practical character accomplished.

Did you ever reach up to write on the blackboard and have your cuff get on the outside of your coat sleeve and refuse to go back. Well, there is no need of that or any other such slip if you use the right kind of a cuff-holder. The Perfect Cuff-Holder, advertised on another page is a perfect boon to teachers. You press the button and it grabs hold of the coat-lining and holds on with a death-grip until you press the button again, when it as readily lets go.

A GREAT ASSOCIATION.

THE National Educational Association is one of the largest and most important educational bodies in existence. It was organized at Philadelphia in 1857; it has held thirty-three annual meetings at various cities in the country, having gone as far west as San Francisco, as far east as Boston, north to Toronto and south to Nashville. The attendance at these meetings has varied from a few hundred in the early history of the organization, to 13,000 at Madison, Wisconsin in 1885, and 12,000 at San Francisco in 1888. The association is incorporated in the District of Columbia and is managed and controlled by a board of trustees. Its objects are: To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States. The personnel of this great organization is eminent in scholarship and culture. Prominent universities and colleges of the country like Harvard, Princeton, Columbia and Michigan are usually represented both by the presidents and members of the faculties to whom are assigned numbers on the program. The president this year is Dr. Nicholas Murray Butler of Columbia College. So in the lower schools, both public and private, and in interests akin to education the association is represented. The afternoons of three days of the annual convention are occupied by the twelve departments, each one of which has its independent organization with presiding officers, and each one of which has a carefully prepared program, pertaining to the subject in the interests of which the department is organized. These departments are as follows: kindergarten, elementary, secondary, higher, normal, manual and industrial, art, music, business, child study and the Herbart club.



DENVER HOSPITALITY.

HOTELS ALREADY ENGAGED.

THE conviction that the coming convention would be, by far, the largest ever held in the history of the N. E. A. has brought, months before the date of the convention many state managers and representatives from several sections of the country to engage state headquarters for their teachers and accommodation for the large delegations which they expect to bring with them. The Brown Palace Hotel has been chosen by the local committee as the headquarters for the national officers.

The Metropole, across Broadway from the Brown, has been secured as Kansas headquarters, and its rooms retained for Kansas teachers. Nebraska has completed arrangements with the Albany and Gilsey to entertain the teachers from that state, and expects to fill entirely at least one of these large and centrally located hotels. Representatives from Illinois came to Denver early in February and secured as their headquarters, the Windsor, the oldest and one of the best hotels in the city for the officers and delegations from Illinois. Arrangements have recently been completed with the St. James Hotel, by representatives from Tennessee, and two or three other southern states, by which the southern teachers will be enter-

tained at this hostelry. Kentucky has engaged the Broadway hotel, which is only a few squares distant from the national headquarters. The unusually large number of arrangements made so many months in advance of the convention, together with the eager interest manifested in all parts of the United States and Canada, assure an unprecedented attendance at the session of 1895.

The following are the leading hotels, their location and rates:

HOTELS.

AMERICAN PLAN.

NAME.	LOCATION.	RATE. PER DAY.
Brown Palace.	17th st. and Broadway.	\$4 00.
Windsor.	18th and Larimer sts.	3 00.
Albany.	17th Stout sts.	2 00.
American.	16th and Blake sts.	2 00.
Columbia.	17th and Market sts.	2 00.
Glenarm.	15th and Glenarm sts.	2 00.
St. James.	1530 Curtis st.	2 00.
Union.	17th and Blake sts.	1 50.
Victor.	18th and Larimer sts.	1 25.
Grand Central.	17th and Wazee sts.	2 00.
Clifton.	17th and Arapahoe sts.	1 50.
Burlington.	2215 Larimer st.	1 50.
Inter-Ocean.	16th and Blake sts.	1 50.
Broadway.	B'd'y, 16th st. and Colfax av.	1 50.
Western.	11th and Larimer st.	2 00.
Capitol Hill.	17th av and Pearl st.	\$1 00 to 2 00.
L'Imperiale.	14th st and Court Place.	2 00.
Richelieu.	1727 Tremont st.	1 50.

EUROPEAN PLAN.

NAME.	LOCATION.	RATE. PER DAY.
Metropole.	B'd'y, opp. Brown Palace	\$1 00 to 2 00.
Gumry.	1733 Lawrence st.	50 to 1 50.
Oxford.	17th and Wazee sts.	1 00 to 2 00.
Markham.	17th and Lawrence sts.	75 to 1 50.
Albert.	17th and Welton sts.	1 00.
Drexel.	17th and Glenarm sts.	1 00.

In answering advertisements mention this paper.

HOTEL ACCOMMODATIONS.

NO city in the United States is more famous for the high character of its hotels than Denver. At the time of the conclave of the Knights Templar in 1892, with the enormous number of visitors in the city, reaching almost to 100,000, no complaint was heard of lack of quarters, or of any failure, on the part of the hotel people to furnish absolutely first-class accommodations at reasonable rates. For the N. E. A. convention, the hotel men have expressed their intention to put forth even greater efforts than heretofore to supply the teachers with everything that could conduce to their comfort or pleasure in their stay in the city, and at the most reasonable rates consistent with absolutely first-class service.

RAILROAD RATES.

A RATE of one fare for the round trip (plus \$2.00 membership fee) has been granted by the Western Trunk Line Association (including all lines of the former Western Passenger Association). The Southern Passenger Association, and the Central Traffic Association. Early concurrent action by all other passenger associations is assured.

The "basing rate" from Missouri river points to Denver is \$19.00 (2.00 membership fee included). The cost of a round trip ticket from any point may be ascertained by adding to the basing rate one fare to the Missouri river.

The Trans-Missouri lines have already adopted July 4, 5, 6 and 7 as the dates for sale of tickets and for passage through that territory. Correspondingly earlier dates will *without doubt* be adopted for Eastern territory. This will enable all members who desire to do so to attend the National Council, July 5th to 9th.

CONSULT our advertising pages for further information about Sleeping Cars, Dining Cars, time of departure, &c., &c.



THE WINDSOR, HEADQUARTERS OF THE ILLINOIS DELEGATION.

THE Eastern Trunk Line Association has agreed to a rate from all Eastern points to Denver of a single fare plus \$2 for the round trip. Tickets will be on sale July 3, and will be good returning to September 1. Never before, taking the time covered by the tickets into consideration, have such advantageous rates been offered.

TICKETS properly stamped by the Treasurer of the N. E. A. and by the Joint Agent of railway lines at Denver will be good for return until July 15th, without deposit. Tickets may be extended for return until September 1st, by depositing them on or before July 16th, with the joint railway agent at either Denver, Colorado Springs, Manitou or Pueblo.

WE wish we could persuade twenty-five thousand teachers who live east of the Mississippi River to visit Denver and the mountains, and mines of Colorado during the meeting of the National Teachers' Association next July. Let parents arrange to send along some of the older pupils, too—with the teachers. The excursion rates will be very low. It would be worth more to them, in school and out of school, than any *two years'* study of text-books. It would enlarge their vision and faith, and their knowledge of the country—its vast extent and wonderful resources and what it will and *must* demand of those who train, and educate for citizenship in such a land.

Symposium on the Great Meeting by Prominent Educators.

THE COMING MEETING OF THE N. E. A.

BY WILLIAM A. MOWRY.

THE National Educational Association is probably the largest, most vigorous and most important body of educators in the world.

Of late years it has had the most earnest and talented discussions upon the most vital topics of the whole educational field. "Glittering generalities" have had their day.

Psychology, pedagogy, study of child-mind, courses of study for elementary and secondary schools—their nature and extent, college and professional schools—their place and their curricula, all these and more have received the most thoughtful attention from the best minds in the land.

It is to be hoped that the management, this year, will cast about for the weakest spots in the educational chain and endeavor to strengthen them.

Doubtless there are weak spots in our educational system. This system will never *wear out*, and it becomes our duty to see to it, like the deacon with his "shay," that: "It should be so built that it *couldn't* break down." It may, therefore, plainly appear the part of wisdom in us to follow the deacon's suggestion:

"Fur," says the deacon, "'t's mighty plain
That the weakes' place mus' stan' the strain;
'n the way t' fix it, uz I maintain,
Is only jest
To make *that* place *uz* strong *uz* the rest."

It is respectfully suggested to the solons who shall assemble next July in the "Queen City of the Plains" that they take measures for strengthening and fortifying the gates of the city superintendency. School committees, school directors and school boards generally have by state statutes all the power necessary; but few states, *if any*, have ever been called upon to pass the needful laws governing the powers and duties of the city superintendents. If these officers are to be efficient, if needed improvements are to be successfully introduced, a careful line of demarkation should speedily be drawn, separating and properly defining the duties and powers of school boards and the professional superintendents.

The Association is specially fortunate this year in its place of meeting. All concerned are particularly to be congratulated in this respect. Denver is, perhaps, the most beautiful city in America after Washington. It is just a mile above the level of the sea. Its air is salubrious, its climate delightful, and the city itself is a gem of the first water. Its schools are among the very best in the whole country, and its school houses are, perhaps, superior to those of any other large city. Moreover, it is located just under the droppings of God's great sanctuary, the Colorado Rockies. No man's education is complete, no man's vision is sufficiently broadened until he has stood upon the top of Pike's Peak, or Gray's Peak, or Lorg's Peak, roamed through the "Garden of the Gods" and traversed the canons of the Arkansas.

Let every teacher and every supervisor, north, south, east and west, make a holy pilgrimage next July to the crest of the continent. Then geography, history—everything—will be taught better in ninety-six than it was in ninety-four.

HYDE PARK, MASS.



THE ALBANY, NEBRASKA'S HEAD-QUARTERS.

EIGHT REASONS WHY THE PRETTY SCHOOL MA'AM SHOULD ATTEND THE N. E. A. AT DENVER.

BY THE AUTHOR OF "PRESTON PAPERS."

1. Because she's a treasure, and the hearts of all men follow their treasures; so if the Pretty School Ma'an stays at home the N. E. A. will be crowded with heartless men, or men whose hearts are temporarily absent—which in a few rare instances would be quite seriously inconvenient!

2. Because she *is* pretty—and unless she attends the N. E. A., the N. E. A. will be devoid of beauty, except in minute quantities, which would require the aid of a microscope to discover.

3. Because she is *more* than pretty—she constitutes a large majority of the teaching force; and her usefulness will be greatly augmented by the attendance at the N. E. A., even if her big sleeves and theater hat, and bewitching smiles and dimples, lead some of the masculine shining lights to wish she had not invaded the province made sacred to him by the divine (?) right of strength and ducats.

4. Because she'll absorb more real benefit from the mere reading of statistics and witnessing the forensic battles in the stray half hours that she will condescend to devote to the N. E. A., than she

would in doing acres of "drawn" work, or in scanning the "Woman's page of the average daily paper for years.

5. Because she has a moral right to know where she's "at," and in ten cases out of nine she knows more about actual, practical school work, and live up-to-date methods of dealing with the average American boy and the 19th century girl, than half the old fossils who are croaking on theories and inventing new names for *old things*, instead of studying the *real* needs and moot questions of the cause.

6. Because she ought to distribute some of her superfluous knowledge among the men who only go because they have a "paper" or a "discussion," and breathe out some of her invigorating enthusiasm upon the educational corpses that are posing as superintendents and principals (on the front seats) not realizing that they are back-numbered.

7. Because she doesn't *half* earn her munificent salary, and has to plan and study how she shall invest what she can not make out to spend—and such a study of finances is *entirely* too masculine for the "average American teachers!"

8. Because if anybody on earth deserves the lovely trip, and the opportunity to board at "The Albany" (I had a delightful time there several years ago) for a few days, it is that drudge, the over-worked, over-looked, under-paid Pretty School Ma'am—and I'd like to see her salary made big enough so that she *could* go, and go with some new, fresh millinery and dry goods, without deducting from her winter flannels or daily lunches (or professional literature) in order to go!

NOTE:—Sisters, if I haven't done you justice in the above, the AMERICAN JOURNAL OF EDUCATION will publish *your* ideas on the subject. Kindly shower them with "ideas"—not mere words.

AUTHOR.

37 WEST 10TH ST., NEW YORK CITY.

WHAT WILL THE TEACHERS OF THE SOUTH GAIN BY ATTENDING THE MEETING OF THE N. E. A., AT DENVER?

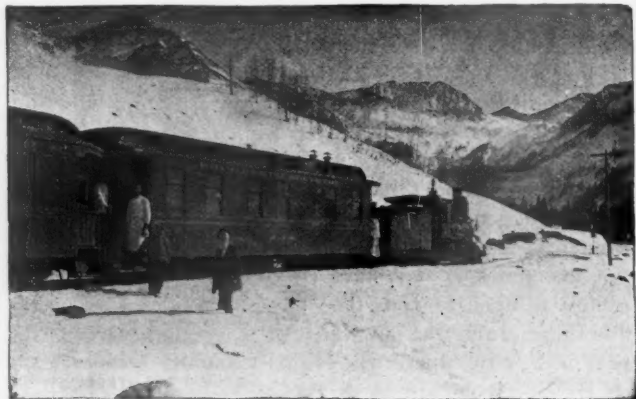
BY W. C. WARFIELD, SUPT. PUBLIC SCHOOLS, COVINGTON, KY.

SOUTHERN teachers should now be contemplating the delightful time they will have when they attend the Denver meeting.

First they will enjoy the getting reading for the start. Now a Southerner spends a good deal of time, and little effort in putting himself in readiness for a trip. He insists upon taking his own time and is not thoroughly ready until after the journey is over. In fact, I don't believe that he is quite content with his preparation at any stage of the proceeding. He is somewhat given to believing that he has forgotten something and does not succeed in shaking off this feeling of uneasiness until after his return home. Having taken a resurvey of his surroundings and a new inventory of his personal effects, he passes several mental resolutions as to what he will do the next time he leaves home, and then subsides into his old self, glad to be home again.

Our Southern teacher will see new scenes next summer. The Illinois mud, Missouri mules, Kansas grasshoppers and Colorado canons will be sources of wonder to all. We look upon Denver as the Mecca of the West. We have only one dread of this journey; we are strongly possessed of the idea that we are in great danger of returning from Denver radical converts to bi-metalism!

When we get to Denver, we will straight way take one grand view of the menagerie there assembled. We are possessed of a longing desire to see ten and the sub-ninety who hurled the Report of the Committee of Ten at our heads. We



VIEW OF THE RIO GRANDE SOUTHERN IN EARLY SUMMER.

will look with amazement upon the mighty leos who gallantly threw themselves into the breach and gave forth the Report of the Committee of Fifteen.

We have often heard of the great beings and now we are going to Denver to see them.

On the first day we will witness the gathering of the clans. From the effete East there will come men and women from without the shadows of Harvard, Yale, Columbia, Cornell and Pennsylvania. From the East has come forth countless numbers of pedagogues who have helped to build up the great public school system of the United States. From the West will come the men who have had the privilege of organizing the public schools according to their own ideas without being encumbered by tradition or custom.

On the second day we will listen with deep interest while the Hegelians and Herbartians tell us about the Co-ordination of Studies in elementary education.

The Southern teachers will join hands with the teachers from the North on Thursday, and listen to the discussion on the duty and opportunity of the schools in promoting patriotism and good citizenship.

On Friday we will learn how to improve ourselves. We recognize

in this topic great food for thought. A select committee may decide the question of the Co-ordination of Studies, but thousands of teachers should be engaged in trying to better prepare themselves for the work before them.

We will leave Denver filled with inspiration for another year's work. Some will perhaps linger among the Rockies for a summer outing. Others will wend their way to the Mormon Capital, or to Yellowstone Park, or to the Pacific coast before returning home.

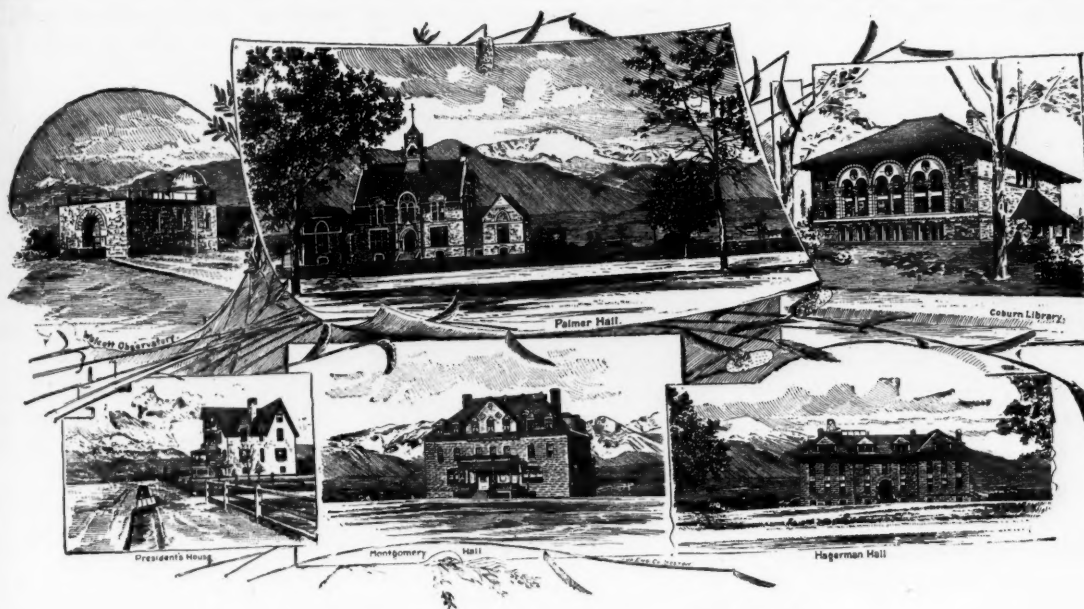
But eventually all will come back to the land of tobacco and cotton invigorated with new life, remembering the Denver trip as a very pleasant chapter in life's history.

THREE CRO'S A YEAR

Can be grown on the same land in Eastern Mississippi and Southern Alabama along the line of the Mobile & Ohio Railroad. The summers are cooler, the winters are milder, the death rate is lower than in the north. Improved farms, \$10 to \$15 per acre; unimproved land, \$3 to \$5 an acre near railway stations. It is the best portion for raising fruits and early vegetables, stock raising and general farm crops. Lands are advancing. Now is the time to buy. Very low rate excursions monthly.

The Mobile & Ohio has put on two through fast trains each way daily between St. Louis and Mobile. It is the quickest route to the South.

An illustrated pamphlet telling all about our country will be sent free to all who wish it. Apply to F. W. Greene, General Agent, No. 108 N. Broadway, St. Louis, Mo., or to E. E. Posey, General Passenger Agent, Mobile & Ohio Railroad, Mobile, Ala.



COLORADO COLLEGE, COLORADO SPRINGS, CO. LO.

NATIONAL EDUCATIONAL ASSOCIATION.

BY JNO. T. BUCHANAN, MISSOURI
STATE MANAGER.

TO the Teachers of Missouri:

I desire to call your attention to the meeting in Denver in July, 1895. The National Council meets July 5th, and the general sessions of the Association will meet July 9. The program restricts each of the three morning sessions to the discussion of a single subject, and opportunity is to be permitted for general discussion under the five-minute rule. The three topics that have been chosen to be presented on this occasion are:

1. "The Co-Ordination of Studies in Elementary Education."
2. "The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship."
3. "The Instruction and Improvement of Teachers Now at Work in the Schools."

These topics are all practical, and of interest to all teachers in all

grades, in all sections of the country. In addition to these sessions of the General Association and those of the National Council of Education, there will be two sessions of each of the following ten departments: Kindergarten, Elementary, Secondary, Higher, Normal, Industrial, Art, Music, Business and Child-Study. In each department there will be a variety of papers and discussions on topics of special interest by eminent men and women in each educational field.

Immediately after the adjournment of the N. E. A., the Colorado Summer School of Philosophy, Science and Languages will open its fourth annual session in Colorado Springs. The instructors are to be men and women of national reputation, and it will offer a splendid opportunity to teachers attending the Association. A genuine mountain outing can here be secured, for it will be the policy of this school not only to offer its attendants a program of the highest

pedagogical value and literary excellence, but also each week to conduct one or more excursions, at less than half-rate, into the mountains, in charge of some member of the faculty; and thus is laid the foundation for better instruction in nature-study and the basic principles of physical geography. Four or five miles southwest of Colorado Springs is the beautiful Cheyenne Canon, Helen Hunt Jackson's favorite resort, where one may live in cottage or tent. To the west, about the same distance, is Manitou and the Garden of the Gods. All these may be reached by motor transit. To the north a few miles is Monument Park. Back over the hills is Cripple Creek, the celebrated gold-mining camp. Through Ute Pass to the west is South Park, and within a day's trip are the Royal Gorge, Marshall Pass, and the Black Canon of the Gunnison.

Very many letters have been received from teachers in various parts of the country, inquiring what the opportunities are for

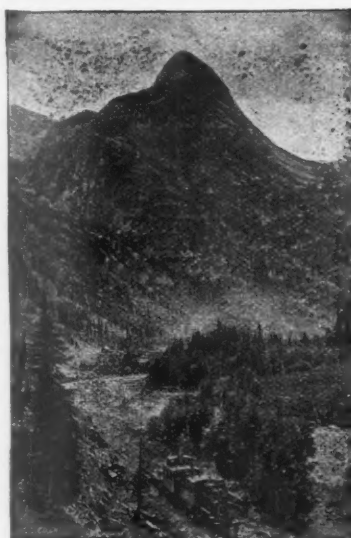
camping out in Denver during the summer vacation. Places will be secured suitable to the tastes of all teachers who wish to spend the summer in the mountains. Quiet, secluded spots will be found for those who wish to rest. No state in the Union is so well adapted for camping out in the summer time as Colorado: there is no dew on the mountains, and while the weather is cool and comfortable, there is not the slightest danger of taking cold through exposure to the night air.

The expense figures a good deal in making plans for a trip. The necessary expenses are not large.

Railway Fare, round-trip from Kansas City.....	\$17 00
Membership Fee.....	2 00
Sleeping Car Fare, both ways.....	7 00
Meals, Going & Coming (2 meals)	1 00
Total	\$27 00

The Oxford Hotel, Denver, has been secured as headquarters for the Missouri delegation, where the very best rooms in the city can be secured for 75 cents a day, where there are more than one in a room. Meals can be secured at the Rosemont restaurant at 25 cents. Arrangements have been made at the Glenarm, on the American plan, at \$2 a day. The railway and sleeping-car fare is figured from Kansas City. The sleeper fare is counted for double berths. Many of the teachers will have traveling companions which may reduce this one-half. A luncheon taken coming and going will remove the dining car expense. Add to the sum thus estimated what you expect to spend for side-trips and something for car-fare and other incidentals, and expenses may be predicted within a very small margin.

Tickets will be on sale July 4,



GARFIELD PEAK, ELK PARK, COLO.

and will be good for return passage until Sept. 1, 1895. No railroad will be selected as the official route, but ample provision will be made for accommodating parties on any road that they may select.

In the interests of the N. E. A., and for the convenience of the teachers, the following assistant state managers have been appointed:

- Supt J. U. White, Jefferson City.
- Assistant George Murphy, St. Louis.
- Supt. D. A. McMillan, Mexico.
- Supt. Geo. V. Buchanan, Sedalia.
- Supt. J. N. White, Carthage.
- Supt. R. B. D. Simonson, Hannibal.
- Supt. F. N. Peters, Carrollton.
- Prof. Louis Theilmann, Appleton City.
- Prof. C. E. Miller, St Joseph.
- Pres. W. D. Dobson, Kirksville.

If you have not received a bulletin of the N. E. A., containing full information, address Mr. J. C. Dana, Chairman on Bulletin, Denver, Col. For all information referring to transportation, excursion parties, etc., address the assistant manager nearest you.

Missouri must not be outdone by any State in the Mississippi Valley. Her average attendance shows that we stand very high on the list. Can we not raise our standing to the first place this year?

KANSAS CITY, Mo., April 23.

WHY KANSAS TEACHERS SHOULD ATTEND THE DENVER MEETING.

BY J. N. WILKINSON, KANSAS STATE MANAGER.

THE teachers of Kansas should attend the meeting of the National Educational Association at Denver.

They have some reasons that are peculiarly their own.

Kansas formerly owned the site of the city of Denver. Kansas teachers should inspect the region that was included in Kansas territory by the organic act of 1854. They should know all they can of the great metropolis that has sprung up in one of the Colorado counties on the Kansas State line. Kansas should prize the great cities on her borders whose markets and opportunities are hers, but whose government and difficulties are affairs of her sister States.

Kansas people never miss a chance to attend an interesting and profitable meeting of teachers. No other State in the Union, no other country in the world equals Kansas in appreciation of teachers' meetings. Twice a year she holds in different sections of the State, meetings that surpass in numbers and programmes the average State Association of other States. For the last ten years, no other State has had so large a total enrollment at State Associations. No other State has ever had more than twelve hundred paid up memberships at a State Association meeting. Kansas teachers should let the assembled educational world see at Denver that Kansas is the banner State in numbers and interest.

Kansas railroads offer better facilities for reaching Denver than do those of any other State—better facilities than Kansas teachers can expect soon after this year for attending the National Educa-

tional Association. Five great railroad systems of Kansas run through trains directly into the Union Depot at Denver. No other State has so many through trains for that city. The short run with no change means low rate and quick time.

Kansas was the first State to secure headquarters and if she does not have the best location, it was from a lack of sound discretion on the part of her State manager. Kansas also has, through the special offer made by the management of the Colorado Springs Summer School, advantages in cheap boarding, that have not been secured for others. Kansas teachers should avail themselves of these opportunities.

Kansas teachers should see to it that the educational leaders of the country get a new lesson concerning the "great American desert," of which they learned in the geographies of their childhood. When the National Educational Association came to Topeka, the visitors from the east had barely time to get out of their sleeping cars in Kansas, before they reached the end of their journey; this time they will use all the waking hours of a day crossing the State, and Kansas should see to it that at every stop their trains receive crowds of the brightest and best teachers on earth.

The giving of the numerous and weighty general reasons that will influence Kansas teachers along with teachers of all other States to attend the meeting at Denver is not possible in the limits of this article. Whatever considerations have force in any other State will appeal with effective argument to Kansas, and she will share in even the local pride which might seem in this case to be the peculiar possession of Colorado.

EMPORIA, KANS., April 26, 1895.



NATURE AND EDUCATION

BY WM. M. BRYANT, M. A., LL. D.

"EDUCATION, according to Nature," is a perennial theme. Its appearance upon the program of the National Educational Association is, therefore, quite in the normal course of things. And so much the more when we take into account the specially free use to which, for a quarter of a century or more, the word "nature" has been put in discussions upon education, whether in respect of *end* or of *means*, or of *method*.

And of course all this discussion savors of "reform." It is noticeable, too, that the eagerest "reformer" is always intent upon some *one* phase of some *one* of these special aspects of education—aspects which, in the innocence of his soul, one might assume to be universally known as mutually inclusive in every actual educational process, did not the facts contradict the assumption with such violence as to compel recognition even by the most "innocent" of souls.

Let us cast at least a hurried glance at each of these three aspects then, seeing that no more is possible within the present limits, and seeing that any right estimate of education must regard all three in their essential relation.

1. As to the *end* sought in education, all theorists, ancient and modern, Pagan and Christian, have assumed, more or less explicitly, that the ultimate aim of education

is *ethical*. But even so this end or aim may be given either of four interpretations.

a. The *Hedonist* insists that the human being ought to be so educated as to get the most gratification from life. And the Hedonist may estimate himself as being either (1) of a merely sensual and brutish nature—the ideal "tramp"—or (2) he may assume that to be delicate and fastidious is his true nature—the ideal dilettante, who is but the tramp of the "upper air and solar walk"—sipping nectar all his life, and like the emperor Hadrian, addressing to himself in death the complacent words: "*Animula, vagula, blandula*;" which, being appropriately interpreted, mean: "charming, wandering little soul;" or, (3) he may sum up his nature in religious enthusiasm, and project his dreams of bliss into the infinite beyond, in contrast with which the "present" world is but vanity and lies. In either case the end aimed at is the "greatest sum" of agreeable feelings. And that this aim is hopelessly self-contradictory may be seen not merely from the fact, emphasized by T. H. Green, that in their very nature feelings are possible only in succession, and hence cannot be *summed*, but also from the fact that *feeling* is but one phase of the one whole mind, and hence cannot be an adequate aim to and for mind in the totality of its essential nature. And this no matter whether the feeling is named "sensual pleasure" or "spiritual enjoyment," i. e., genuine happiness. Note, too, that all this is selfishly individualistic.

b. Again, the *Utilitarian* insists that education must have for its aim to secure the "well-being" of man. And on his part, too, th

utilitarian may be (1) of the more grossly pretentious bourgeois type, or (2) he may be the thorough-going "citizen," satisfying his highest ambitions in guarding and conducting local public interests, or (3) he may be a philanthropist, unselfishly seeking the good of whole classes or of the whole race—without limit of time, indeed, but always with reference to the things of "this world." And here evidently the individual has significance first of all as a member of *society*. That is, the estimate here is that man is above all by nature a social being.

c. Further, the idea of *duty* presents itself as that toward the theoretical defining of which and toward the practical fulfilling of which all education ought to tend. And here, as has long been familiar, it is possible to specially emphasize either (1) duty to one's self, or (2) duty to one's neighbor, or (3) duty to God. Though evidently what the first two will signify to us must depend upon our estimate of the last. It may be, as Kant says, that in all the world there is nothing really good except a good Will. But analysis will show that the term "good will" is meaningless save in so far as it is referred for its standard to the supreme eternal Will. So that there is profound truth in the conviction that human duty is based in divine command. And thus man is seen to be estimated as in his true nature a *subject* in an invisible divine kingdom.

d. Must we choose one or other of these? No! Rather at our peril must we choose one and other—one and *all*. And this in due relation. Man is, no doubt, an *animal*, as "natural" science so positively insists. But man is also



OURAY TOLL ROAD.

a *social* animal, as Aristotle long ago announced with fullest confidence. And yet again, man is a *divinely constituted* social "animal,"—a genuine *anima*, a breathing, but also a truly sentient, conscious, individual *soul* whose highest life can be realized only in the divinely ordered social world. And upon this every religion, and above all, Christianity, has always insisted. And science is right, and Aristotle is right, and Christianity is right. And hence the one true aim of education is the fullest possible development of the *whole nature* of man. "Put the *whole* child to school," as Prof. C. M. Woodward has so finely expressed it. *Complete self-realization*, that is our only defensible motto in respect of the true end in education.

2. And now as to the *means* through which education is to be accomplished—there is *nature*, and there is *man*, and there is *God* in nature and in man, as well as above nature and man. The divinely ordered universe—that is the infinitely complex medium through which the education of man as a divinely constituted be-

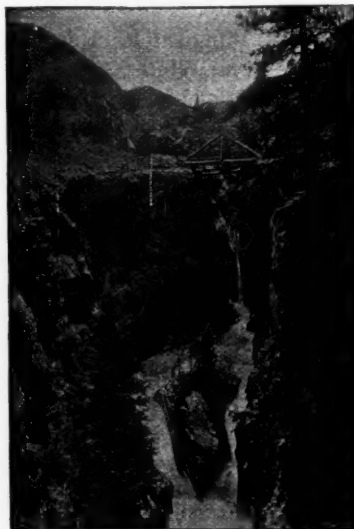
ing is to be effected. And because the essence of the natural world and of the human world is just the perfect Will transfused with the perfect thought of the eternally perfect creative Mind, then plainly the one natural *means* of education, according to "nature," in the richest sense of that term, is nothing less than the fundamental forms in which the creative Mind is revealed to us in nature as the outer world of space, and in man as unfolding on his own part the inner world of thought. Study "natural science?" Yes. But just and solely because there is divine significance, and hence genuine human interest, in nature. Replace the "humanities" by the study of nature? No; because it is precisely in the humanities that immeasurably the richest aspects of the eternal, creative Mind are brought to light, and hence it is in the humanities alone that the deepest, as well as the most genuine, and hence in the long run the most richly productive, human interests must ever be sought.

3. Finally, as to the proper *method* of education. This must inevitably depend upon the special means immediately in use, but how much more upon the end at which the teacher actually aims! And still more must the method in "education according to nature," in the true sense indicated, be the spontaneous expression of a richly developed, delicately refined *personality* on the part of the teacher. It is through this, always through this, that the best results in teaching are attained. The teacher—that is, the whole man, the whole woman, with qualities noble or ignoble, with winning graces or attractive deformities of soul—such is the model upon which the pupil, that is, the whole child—is to be formed or deformed as the case may be.

First of all, then, if his teaching is not to be utterly *unnatural*, the teacher himself must be a present example of matured and worthy personality. Let him, then, develop his own specific "method" or mode of exercising his personal power in teaching, by constant association with and observation of the great models. Let him listen to Socrates in his patient, tender, persuasive efforts to bring the minds of his pupils into full consciousness that the kingdom of truth is within them as well as beyond them. Let him note the enthusiasm and persistence of Paul, and still more of Him whom Paul perpetually preached. Let him observe, too, the method of Pestalozzi in the field of the Senses. And let him with still greater care study the spirit and the mode of procedure of Froebel until he comes to appreciate the intellectual significance of occupations on the one hand and the will-values in every genuine intellectual exercise on the other, as well as the charming sense of rhythm when will and intelligence approximate coincidence in the human life, thus bringing the latter into unison with the divine life in which will and intelligence coincide completely and forever.

Let the teacher thus train himself in intellect, in will, in feeling. Let him thoroughly know his subject. Let him come to thoroughly command himself. Let him once for all attain clear consciousness of the infinite significance of "education according to nature" as the process of leading immature minds toward ever-richer degrees of actual, genuine self-realization, and he will see that to lead a pupil to adequately comprehend the process in the blooming of a flower must include the leading him to see that

flower as nothing else than the present organic form assumed by Mind as the ever-active, ever-creative, self-unfolding Substance of the world. Let him take from the symbolic plays of the kindergarten a hint of the eternal play of Thought of which all nature is but the outer form and symbol. If he has natural science to teach let him teach it with full knowledge and in this spirit, and his methods will be faultless. And so with all other subjects, from kindergarten to university. End, means, method—these are but different aspects of the one whole process of education. And in all this process—the most complex, the subtlest, the most sacred in the universe—let the motto be: "Education according to the *whole nature of man.*"



THE UNCOMPAHGRE, NEAR OURAY.

THE Santa Fe Route not only runs through cars to Denver, but they own and operate a through line direct without a break. They also know how to take care of their friends, and all who take that line to Denver will never wish they had gone some other way.

W. J. Cord, Dentist, 1324 Washington Ave., (cor. 14th St.) Bridge work, \$6.00 a tooth; gold filling, \$2.00; all other filling, \$1.00. Everything first-class. Hours, 8 to 6, Sundays, 9 to 3.

MISSOURI STATE TEACHERS' ASSOCIATION.

EVERYTHING points to a grand meeting of the State Association, at Pertle Springs, June 18-20. Every earnest, enthusiastic and growing teacher in the State ought to make a special effort to be present.

The following is the program. Study it carefully, think over it candidly and go to work for the good of the meeting and the educational interest of the State:

THE GENERAL ASSOCIATION.

Tuesday Morning, June 18, 1895.

PUBLIC SCHOOLS.

1. Ungraded Schools—Eli J. Newton, Macon.
2. Graded Schools—W. J. Hawkins, Nevada.

PRIVATE SCHOOLS.

1. Denominational Schools—Dr. W. H. Black, Marshall.
2. Military Schools—T. A. Johnston, Boonville.

ELEEMOSYNARY SCHOOLS.

1. Schools for the Deaf and Dumb—Henry Gross, Fulton.
2. Schools for the Blind—John T. Sibley, St. Louis.

Wednesday Morning, June 19, 1895.

PUBLIC SCHOOLS.

1. Normal Schools—Dr. R. C. Norton, Kirksville.
2. State University—President R. H. Jesse, Columbia.

PRIVATE SCHOOLS.

1. Professional Schools—Hon. U. S. Hall, Hubbard.
2. Art Schools—Dr. J. H. Foy, St. Louis.

ELEEMOSYNARY SCHOOLS.

1. Reform Schools—Hon. A. A. Lesueur, Jefferson City.
2. Schools for the Feeble-Minded—Dr. Brummel Jones, Kansas City.

Thursday Morning, June 20, 1895.

PUBLIC SCHOOLS.

1. High Schools—D. A. McMillan, Mexico.

PRIVATE SCHOOLS.

1. Commercial Schools—L. P. Coleman, Clinton.

ELEMOSYNARY SCHOOLS.

1. Pauper Schools—A. E. Wagner, Kansas City.

DEPARTMENT OF PUBLIC SCHOOLS.

Tuesday Afternoon, June 18, 1895.

I. UNGRADED SCHOOLS.

- (a.) The School Board on Duty—J. K. Pool, Centralia.
- (b.) State Adoption of Text Books—Ward Combs, Billings.
- (c.) Needed Apparatus—Chas. Davis, Harris, Mo.

II. GRADED SCHOOLS.

- (a.) Relation of Grade Work to High School Work—J. U. White, Jefferson City.
- (b.) How Much of History, Arithmetic, Grammar, etc., etc., Can a Child Get From Reading Robinson Crusoe?
- (c.) What Should be the Work of City Institutes?—R. H. Emberson, Marshall.

Wednesday Afternoon, June 19th.

I. STATE NORMAL SCHOOLS.

- (a.) Certificate of Teachers—Hon. J. R. Kirk, Jefferson City.
- (b.) Practical Normal Course.
- (c.) Normal Methods—F. M. Walters, Warrensburg.

II. STATE UNIVERSITY.

- (a.) School of Medicine—Dr. A. W. McAlester, Columbia.
- (b.) School of Mines—W. B. Richards, Rolla.
- (c.) Proposed School of Journalism—Walter Williams, Columbia.

Thursday Afternoon, June 20th.

I. HIGH SCHOOLS.

- (a.) Reading the Lives of the Poets Has What Moral Effect Upon Boys and Girls?
- (b.) Should Arithmetic, Grammar and History be Completed in the Grades?—W. T. Carrington, Mexico.
- (c.) Use and Abuse of the Library—L. E. Wolfe, Kansas City.

DEPARTMENT OF PRIVATE SCHOOLS.

Tuesday Afternoon, June 18, 1895.

I. DENOMINATIONAL SCHOOLS.

- (a.) Ancient or Modern, which?
- (b.) Effect of the Study of Natural Science Upon the Moral and Religious Nature of the Child.
- (c.) Relation of Denominational Schools to State Schools—Dr. C. C. Wood, Neosho.

II. MILITARY SCHOOLS.

- (a.) Discipline vs. Knowledge—Col. E. A. Haight, Kirkwood.
- (b.) To What Extent is the School Responsible for the Physical Development of the Student?
- (c.) Relation of Physical to Mental and Moral Development—Col. A. F. Fleet, Mexico.

Wednesday Afternoon, June 19th.

I. PROFESSIONAL SCHOOLS.

- (a.) How Early Should We Begin to Specialize?—J. A. Whiteford, Moberly.
- (b.) Reading Circles, How Conducted—J. M. White, Carthage.
- (c.) Relation of Our Association to the Cause of Education—Prin. C. W. Thompson, Kansas City.

II. ART SCHOOLS.

- (a.) Place of Art in Public Schools.
- (b.) Practical or Applied Art—Miss Ella Davis, Nevada.
- (c.) The Kindergarten, the Foundation of both Science and Art in Our Schools.

Thursday Afternoon, June 20th.

I. COMMERCIAL SCHOOLS.

- (a.) Educational Value of Commercial Schools.
- (b.) Does a Commercial Education Insure Success in Business?
- (c.) Illustrated Talk on Numbers.

DEPARTMENT OF ELEMOSYNARY SCHOOLS.

Tuesday Afternoon, June 18, 1895.

I. SCHOOLS FOR THE DEAF AND DUMB.

- (a.) Relation of Speech and Thought.
- (b.) What Mental Powers Suffer Most From Loss of Speech and

Hearing?—Mrs. B. N. Jones, Montgomery City.

- (c.) Sense Limits of the Power of Understanding.

II. SCHOOLS FOR THE BLIND.

- (a.) Effects of Blindness Upon the Sensibility, the Intellect and the Will—Dr. H. M. Myers, Paris.
- (b.) To What Extent in Acquiring Knowledge May the Lack of Sight be Supplied by the Other Senses?—Jno. T. Sibley, St. Louis.
- (c.) Do Teachers Give Sufficient Attention to the Proper Development of the Senses?

Wednesday Afternoon, June 19th.

I. REFORM SCHOOLS.

- (a.) Are the Conditions Favorable For Working Reformation?
- (b.) The Influence of Heredity.
- (c.) Inmates of Reformatories—Miss Emma Gilbert, Chillicothe.

II. SCHOOLS FOR THE FEEBLE-MINDED.

- (a.) Remedial Physical Obstructions to Learning.
- (b.) The Relative Progress and Result of Children's Being Placed in School at Six Years of Age and at Eight Years.
- (c.) Why the Ostensibly Normal Child Does Not Learn.

Thursday Afternoon, June 20th.

PAUPER SCHOOLS.

- (a.) Should They Receive State Aid?
- (b.) How Does Education Lessen Pauperism?
- (c.) Statistics Compared With Those of Countries Having Compulsory Education.

You will need some diplomas at the close of school, and of course you want something nice. C. L. Ricketts, of Chicago, is sending out some fine ones. See his advertisement and write for what you want.

The 26th TRIENNIAL CONCLAVE KNIGHTS TEMPLAR

will be held in Boston, Mass., August 26th to 30th, 1895. For this occasion the Wabash Railroad will sell tickets from all stations to Boston at one fare for the round trip. Map of route and guide to Boston will be mailed on application to
C. S. CRANE,
General Pass. and Ticket Agt.,
St. Louis, Mo.

A 19th CENTURY XANTIPPE IN EDUCATION.

BY THE AUTHOR OF "PRESTON PAPERS,"
37 WEST 10TH STREET, NEW YORK.

[ALL RIGHTS RESERVED.]

NOW, Socrates, stand up straight! It's very tiresome to have to tell you that nineteen times in one forenoon! Why under the *canopy* can't you remember it after you've been reminded seventeen or eighteen times? What do you suppose your memory is given you for, anyhow? No, it *isn't* for the purpose of having it atrophy on your hands! I mean in your *head*, of course.

There! There goes your book, *ker. slam*, down on your desk!! Pray where is your self-control? Did you leave it at home, this morning, or didn't you have any left after yesterday's experience? Possibly a new investment would pay you, be it ever so diminutive. Let me recommend a purchase!

Now, don't frown in that disagreeable way, nor pout. If there's anything that I hate it's a boy, or young man, that frowns or pouts. I can't *think* of anything more disagreeable, unless it is two boys or young men that frown or pout, or both, and I don't want to see any more of it; and if I do I shall not answer for the consequences.

You may take your seat now, sir, and don't let me catch you whispering! I mean don't you *dare* whisper, for I shall be sure to catch you at it, if you do!

Do, please, for once, *just once*, lift your feet when you walk, and give those of us who look at and listen to you a new experience. One would think your legs were made of wood and your feet of iron, by the racket you make in walking!

Come, move a little more lively, sir! You needn't wait for the grass to grow under your feet while you attempt to stir. Haven't you any ambition about you, or did that disappear with your self-control? Well, there's something in my desk that's good for just such lads as you, and I shall apply it in about a minute. It's something you can't buy at the druggist's, but it'll act like a liniment on those stiff joints of yours, and after a good dose you'll be able to dance?

Now, stop looking out of the window! How do you suppose you're going to get

your lesson in that way? I *hope* you don't consider your education complete when you're only fourteen. Mercy me! Boys of fourteen know the least of anything on *earth*.—except girls of fourteen (*looking severely at some giggling girls on opposite side of the room*); and if anything girls are even more ignorant than boys.

Do I see an apple in your desk? I suppose you'll want to eat *that* next; but let me tell you, young man, I'll make things busy for you if you even attempt it! Don't you *dare* to take even a bite! Your grandfather Adam got into trouble by just such a performance once, with just such fruit—and it stands you in hand to leave *apples* alone. I shan't leave you alone if you don't!

Put up that knife! Haven't I told you three thousand times, or thereabouts, to leave your knife at home? Why do you bring your knife to school? School isn't any place for a knife—any more than it was for Mary's lamb; and I shall serve that knife as the other teacher did the lamb, if I see even the tip end of it.

Pray *why* don't you study your arithmetic lesson? How on earth do you expect to get it unless you study? *Don't you know* you can't "pass" if you don't do better work than this? Or don't you care anything about promotion? A nice plight you'll be in when the others are moved up one grade, and you lag behind! I should like that—maybe!

What are those bits of paper doing down there under your desk? Do you litter the carpet at home like that? Well, I don't wonder that you mother is sick half the time, picking up after you! It's *enough* to make her crazy! Pick up every bit of that paper and throw it in the waste basket. *Do* have a place for things!

No, don't go to chewing gum! Of all awkward things I do think the gum chewer looks the very worst! Besides, it's *bad* for you!! People often die from it by the time they are ninety years old, when they might have lived to be a hundred just as well as not.

Well, now! Stop spitting on that slate! *Do* try to be decent, or as decent as you can! Use some water and a sponge, if you must have a slate at all. I'd *rather* you'd use paper—but of course you don't propose to consult my preferences!

Here! Stop throwing *ink* from your

pen on the floor! Who do you suppose is going to buy ink for you to waste in that way? Ink costs money, Socrates; and these are hard times. Wait until you buy your own ink, before you begin to scatter it broadcast: You'll find it'll make quite a difference about the way you use things when you pay for everything yourself out of your own earnings.

Don't lean over that way! Have a little style about you, if you can without too much trouble! Don't exert yourself to the point of *danger*, of course—but *sit up* unless you're dead.

Do please get in order, and not look at me in that tone of voice every time I speak to you! Anybody'd *think* from your expression that you're high-tempered. You can't afford to be impatient at a little gentle reproof, when you know I mean it all for your good.

There goes the bell! You may all put away your books now; and I do hope, Socrates, that you'll come to school to-morrow determined to do better! I'm getting tired of watching a great boy like you.

There! Good night, all of you. *My*, but I'm glad school is out!

[The above will make a capital recitation; if well acted. It can be used with pantomimic action, and all the better if the teacher's part is taken by a big boy in girl's costume.

We hope, however, that the teaching (?) is not typical to-day.—AUTHOR.]

We invite the special attention of our readers to the advertisement of MR. W. B. CLIVE, publisher of "*The University Tutorial Series*," who has recently opened an American branch of the firm at 65 Fifth Ave., New York City. Some idea of the vitality of this young and progressive publishing house may be formed from a glance at the list of new books appearing in this issue.

Mr. W. B. Clive's "TRIUNE" form of editing the Latin and Greek Classics, comprising in one volume, The Text of Author with Notes, a *vocabulary* and *translation* will be found, well adapted to both private study and reference work for teachers.

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THE PORTAL, CANON OF THE GRAND RIVER, ON THE DENVER AND RIO GRANDE R. R.

NOTES ON NATURE STUDY.

BY WILBUR S. JACKMAN, COOK COUNTY NORMAL SCHOOL.

"When that Aprille with his showres swoote
The drought of Marche hath perced to the roote,
And bathed every veyne in swich licour,
Of which vertue engendered is the flour;
*** Thanne longen folk to gon on pilgrim-
ages."—*Chaucer.*

IN all nature, there is nothing more marvelous than the magic of April showers. Under their influence, the courage and rapidity with which life resumes her sway in myriad forms are enough to challenge admiration and interest in even those of dullest mind. Within the short space of a few days the ground, air, and water, lately cold, dead, and drear, become teeming with living swarms, the fitting response to a warmed and cordial earth. Nature finds ample opportunity for a display of her lauded economy in providing means of support for her turbulent hosts within the shallow domain to which she has assigned them. A shallow domain it is; for, within a thin sheet of about two hundred feet of air, and a very much thinner slab of earth, almost everything that lives spends nearly all of its time. This, too, with one hundred miles or more of air above and thousands of feet of earth below! Within this low-vaulted prison may be found, practically, all the bad and good, all the despair and hope, and all the defeat, achievement and victory that there is in life. To see how each of the myriad forms resumes its activity on a renewed earth and to try to understand how it maintains itself by craft or strength in its chosen place is the whole of Nature Study.

One of the humblest of all living creatures, but, withal, one possessing great

interest is the earth-worm. Its very general distribution renders it accessible for study to all, whether in country or town; and no other form places in clearer evidence the interesting relationships of animals, plants, and soils. These creatures that have been slumbering soundly and safely below the frost line and apparently far beyond the reach of ordinary surface influences, with the first warm days spring into incredible activity. The study should begin with the work done, the evidence of which covers every square foot of soil. The pupils should select a square yard, or more of surface for special observation where the worms are at work. By looking over a considerable area, find the favorite localities and note also their chosen hours of labor. From the unit of surface taken for study, carefully remove all castings and refuse that might interfere with observation. Choose two periods for examination; gather in the evening castings brought up during the day, and in the morning those deposited in the night. Dry carefully, weigh and compare. Note, also, the character of the weather as the amount of soil brought up varies. Select units of area in different localities; for example, one in a grass plot, and one without grass; one in loam and one in clay; one in shade, one in sunshine; one in moist and one in dry soil. By this means determine the worm's choice as to a field of labor. The inference in this matter may rest upon the data which indicate the work done. From the average result obtained, a fair idea may be formed of the part these creatures play in mingling the lower and upper strata of the soil. Darwin estimates that this in some instances amounts to more than

eighteen tons per acre in a year. Most children have noticed how flag stones frequently settle towards one side or corner and break, examination will show how the worms tunnel out the moist soil and cause the damage. The numerous boulders that lie about in the open fields are in many cases partially or wholly buried by the same agencies.

The warm, moist, dark environment of fine fertile soil produces minute correspondences in the structure and function of the worm. It pushes its way through the earth; its body is spindle-shaped. It habitually pushes with the same end; this one is more pointed than the other. For a greater part of its time it is surrounded by the equal influences of the soil; a section of its body is circular. At times it rests and moves on the surface with the aqueous influences of air above and soil beneath and with gravity acting along cross diameters of its body; it has a distinct upper and under side and a section of its body is not an exact circle but somewhat elliptical. Its small burrows are supplied with a limited amount of air; it has the largest possible exposure of respiratory surface, *i. e.*, the skin of the entire body. In the cloudless day there is the heat of the sun; it can safely come to the surface only on damp, cloudy days or at night, for a respiratory surface must be moist. Its burrow protects it on all sides, and its movements are slow and cautious; its skin is thin, for a respiratory area must not only be moist, it must be delicate. Its burrows are dark, and it comes to the surface regularly only at night; it is blind, and, therefore, does not leave its burrow entirely but reaches about over an area the radius of which is the length of its body. In the day time they lie near the surface, probably for the sake of pure air; this often brings them within reach of the alert robins who drag them forth, a rich morsel for themselves or their young. Thus, as it ever is, at least one of a creature's habits becomes its enemy's opportunity.

From the nature of its burrow, the question of bodily support is of minimum, and that of bodily flexibility is of maximum importance; there is no skeleton and the muscles of the body are not arranged in opposing pairs, but in two sets, one circular, the other longitudi-

mal. The contraction of the first elongates the body; that of the second draws it up. The contraction of the longitudinal muscles tends to shorten the body from both ends; but it is provided with spines or *setae* which are thrust out as the body elongates; these, by pointing backward, give fixed hold to the anterior end and the posterior is consequently drawn up. The movement is quite different from that of a snake. The food of the worm is decaying vegetation which is often mingled with the soil; it is provided with a strong gizzard which finely comminutes it. During its period of activity, its environment remaining practically the same, it shows no special changes in form or structure. Its food for a long period is unavailable; migration is impossible, but it saves itself by hibernation. The indigestible earth finely ground and mingled with the wastes of the worm's body, makes an essential modification of the soil in its relation to plants. The deep burrows admit air and moisture more freely to the roots of plants. In drawing leaves and other materials into their burrows, a curious habit, they facilitate decay and enrich the soil. Thus the worm as a medium for the transfer of energy illustrates perfectly the delicate poise of every living thing between the inorganic related to it through the nutrition on one side and inorganic related to it through excretion on the other. These mutual relationships exist everywhere amongst living things. According to a similar plan the teacher and pupil may work them out with greater or less definiteness in the case of the frog, the snake, the turtle, the snail, the bird, the fish, the insects, or any animal that makes its appearance in the spring. The comparative simplicity of the worm, however, and the facility with which all may observe it makes it one of the very best types to study.

The imperative necessity for water to the growing plant is apparent to probably the youngest child in school. But few people, however, have a very clear picture of the amount of water which the soil ordinarily contains and that can be drawn upon by vegetation. An approximate idea may be easily formed by selecting a few grams or ounces of soil from different localities and at various depths within reach of the plant's

roots. After weighing, the samples may be laid away until dry; a second weighing will show how much water they contained. A sample may then be placed in a funnel-shaped paper receptacle and, by adding water, drop by drop, it may be fully saturated and weighed again. From this, the degree of saturation may be determined and expressed either fractionally or by percentage. Even in times of great drouth, the amount of water in the soil within reach of the roots of a large tree is very great.

We are indebted to Nicholas Murray Butler, President of the N. E. A., and editor of the *Educational Review*, of New York, for a copy of the "Preliminary Report of the Committee of Fifteen," submitted at Cleveland, Ohio, Feb. 19, 1895.

"The Century Magazine states, and proves the fact by the record, that every American city can have an honest government if it wishes to have it; that all the reputable people in it have to do in order to control public affairs is, to perform their duty as citizens. The reputable people of New York City, for the first time in over twenty years, did attend to their duty on November 6, and the result was a demonstration that they were in a clear majority of nearly 50,000." It is so in every community; the law-breaking saloon element is in a minority and reputable people are in a majority. Let us use the majority to outlaw and suppress the saloons.

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These instruments for purity, volume and sweetness of tone have never been excelled, seldom if ever equaled. We speak from a personal experience of more than twenty years use on these points of ripeness, fullness and sweetness of tone. We do not wonder that they made Cecilia, the inventor of the organ, a saint, that Raphael, Domenico and other great artists painted pictures of her, that poets have written "Odes for St. Cecilia's Day."

In the homes, and in the schools, Sunday and day, we have come to know the precious influence and effects of good music. Some there are

"That never read so far, to know the cause why music was ordained.

Was it not to refresh the mind of man?"

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FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. Cheney & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of Catarrh that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.
Sworn to before me and subscribed in my presence, this 6th day of December, A. D., 1886.

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Closing Exercises.

BE KIND TO FATHER.

My boy, be kind to father,
 For he's been kind to you;
 He's sought to lead you safely
 Your life's brief pathway through;
 He's cared for you and loved you,
 He's tried to save you pain,
 And given kindly counsel—
 I hope not all in vain.

He wants to see you happy,
 He wants you to be true;
 His hopes and pride are centered,
 Believe it, boy, in you.
 How much of joy and comfort
 Is in your power to give
 This faithful, loving father,
 If rightfully you live.

Be manly, true, and honest
 In everything that's done,
 And show him that his counsel
 Is treasured by his son;
 Be kind when old age sprinkles
 Its snowflakes in his hair,
 And make his last days happy,
 With loving words and care.

—Selected.

LESSON IN NUMBERS.

I have a little lesson
 In numbers every day;
 And, if you like, I'll tell you
 The kind I have to say—
 I call them play.

There was a little pigeon,
 And when he said "Coo-coo!"
 Another little pigeon
 Close down beside him flew—
 And then there were two.

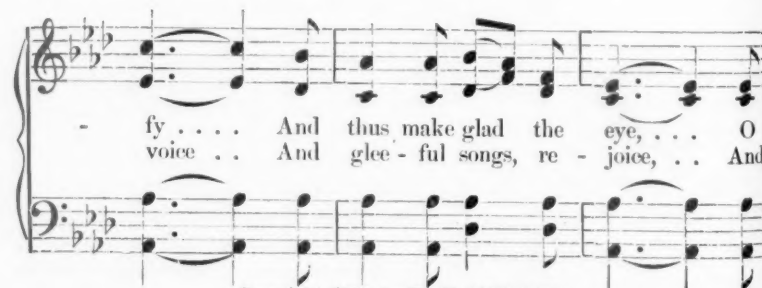
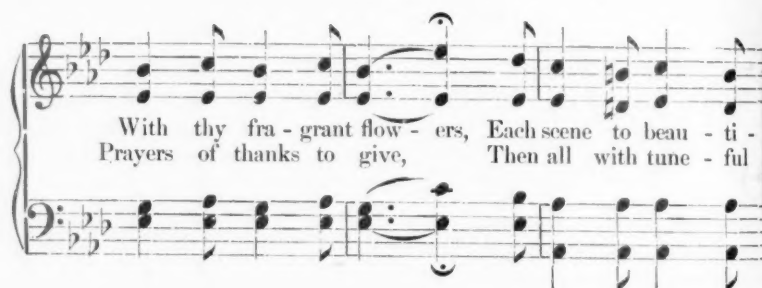
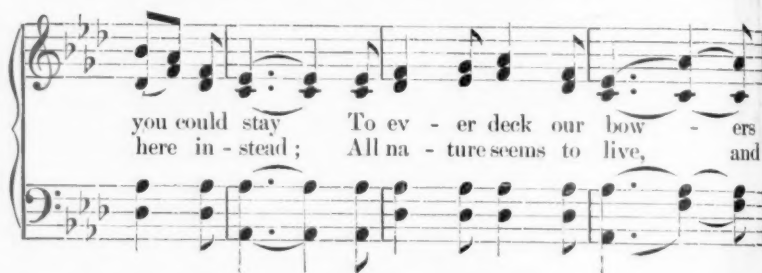
Two pretty ships were sailing
 As grandly as could be;
 And, "Ship ahoy!" another
 Sailed out upon the sea—
 Then there were THREE.

I had a pretty rosebush,
 That grew beside my door;
 Three roses bloomed upon it,
 And soon there came one more.
 Then there were FOUR.

WELCOME, GENTLE MAY.

Words by C. A. SPONSLER.

Music by H. GIPE.



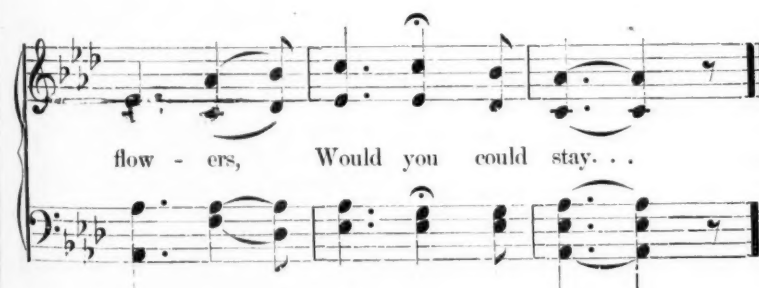
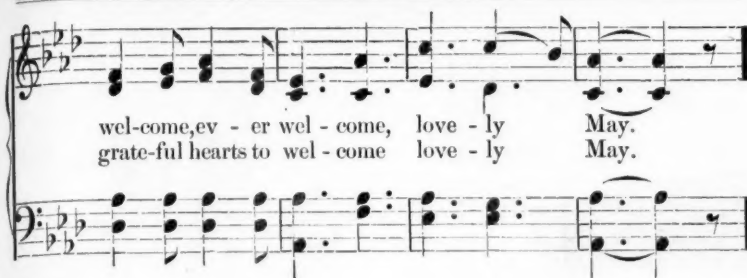
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Taken from Fountain Song Book No. 1, by permission of A. FLANAGAN,
 Publisher, Chicago, Ill.

Four bees a-gathering honey—
 The busiest things alive;
 And soon there came another
 From out the crowded hive.
 Then there were FIVE.

These last were rather hard ones—
 The roses and the bees;
 But my mamma says, "Numbers
 Get harder by degrees."
 Harder than these.

—St. Nicholas.

**SHIP AHOY!**

BY FRANK C. RIEHL.

Two ships went sailing out of port before
a friendly breeze,
Each bound on a divergent course to
sundry foreign seas;
Full manned and laden to the line, they
braved the ocean swells,
While friends upon the waning shore
stood waving fond farewells.

Each flung the jaunty ensign of its
owners from the mast,—
An emblem of the hopes in which the
cradle mold was cast;
Awhile the prows were even, but ere
long the vessels veered
And, tacking on the changing tide,
saluting, disappeared.
Time passed, and one returned anon,
with good report of trade;
But one came never into port, where
anxious watchers prayed.

Then sent they out the sister ship to
range the main, alone;
Alas, she struck a derelict and sank,
unmarked, unknown.

How like two souls that side by side go
forth to brave the world,
Each bouyant with ambitious zest, with
hope-fanned sails unfurled:
How joyfully and fearlessly they leave
the childhood shore,
Untimid because unaware what dangers
lie before.

With courage ripe for every task and
youthful fervor true,
They honor each the chosen course, and
bid their first adieu

To meet as often as they may, and greet
with friendly cheer,

When fate, the helmsman, deigns to
bring their courses passing near.

Thus one may ride through every storm,
and hold their compass fast

Till anchored safe within the surf of
haven-rest, at last;

While one, mayhap, becomes a thing of
evil destiny—

A hopeless derelict adrift on life' sun-
fathomed sea.

The solar stars and satellites, sidereal
clocks sublime,

Record unfliningly the years and cen-
turies of time;

Creation, faultless everywhere, pervades
the universe,

But man still struggles neath the ban of
Adam's awful curse;

Self-willed and self-condemned to err in
every path of life,

Or good or ill, his lot must be one con-
stant, daily strife:

Yet is there ample recompense for all
these mortal pains

While Hope inspires and Faith imbues
and Charity sustains.

Though plans may come to nothingness,
and labor meet defeat,

Each marked the fact of being, working
out a plan complete,

And keeps unconscious rhythm to the
measures of the spheres,

While paeans of thanksgiving merge in
threnodies of tears.

Alton, Ill., May 1st.

MAY BIRDS.**BIRDS THAT COME IN MAY.**

Whippoorwills.	Catbirds.
Barn swallows.	Kingbirds.
Bank swallows.	Ovenbirds.
Wilson's thrushes.	Yellow warblers.
Wood thrushes.	White warblers.
Blue yellow-backed warblers.	Redstarts.
Black-throated blue warblers.	Black warblers.
Chestnut-sided warblers.	Solitary vireos.
White-eyed vireos.	Humming birds.
Yellow-throated vireos.	Marsh wrens.

—N. E. Journal of Education.



SIGNAL STATION AT THE TOP OF PIKE'S PEAK.



Examination.

CIVIL GOVERNMENT.

1. (a) Define republic; (b) state one possible disadvantage of this form of government.
2. What is the age qualification for (a) president of the United States; (b) United States senator; (c) members of the United States House of Representatives?
3. State one reason for making the term of United States senator longer than that of a member of the House of Representatives.
4. What is the highest judicial tribunal of the United States? How are vacancies therein filled?
5. Congress shall pass no ex post facto law. Give an example of what such law would be.
6. For what three purposes only may congress levy taxes?
7. "A regular statement and account of the receipts and expenditures of all public money shall be published from time to time." Why?
8. What is the object of dividing a State into counties and the counties into towns?
9. Why are the sessions of a legislature generally open to the public?
10. If a person fails to pay his taxes what remedy has the authority levying the tax?

AMERICAN HISTORY.

1. (a) Give the date of the settlement of Jamestown. (b) Name a place previously settled in America by the Spaniards; (c) one settled a short time after the Jamestown settlement by the French.
2. (a) By the people of what nation was New Hampshire settled? (b) For what western boundary did the colony for a long time contend?
3. In the settlement of what states were the following persons prominent: (a) Daniel Boone; (b) Peter Schuyler; (c) John Brown; (d) John Carver; (e) Roger Williams?
4. (a) In what wars have battles been fought on or about Lake Champlain? (b) Give an account of any one of these engagements.
5. (a) Mention in order the first three presidents, and (b) give the length of the administration of each.
6. Describe the circumstances of either the surrender of Detroit or the capture of Washington in the war of 1812.
7. Who was president at the time of each of the following events. (a) The purchase of Louisiana; (b) the removal of deposits from the United States bank; (c) the Mexican war?
8. The United States has had four great wars. (a) Between which of these wars was there the longest interval; (b) between which was there the shortest interval?
9. (a) Who were the candidates of the leading parties at the contested presidential election of 1876? (b) By what authority was the contest of this election settled?

"TAD AND ME"



The point of every TADELLA pen is ground by hand. The smooth, even, easy stroke thus secured cannot be matched by the ordinary machine Stamp-pen.

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10. What is commemorated by the national holidays, (a) the fourth of July? (b) Decoration Day? (c) What holiday commemorates the life of an American citizen? (d) What holiday, of late years, a national one, arose from a New England custom?

METHODS AND SCHOOL ECONOMY.

1. What should be the desired purpose in intellectual training?
2. In education what powers are to be cultivated, and in what order as regards time?
3. (a) In what does the pouring-in-process of education consist? (b) What are some of its faults?
4. Explain the process of subtracting 406 from 603.
5. Show two ways of finding the greatest common divisor of 48, 60, 84.
6. The pupil asking assistance should not be frowned upon. Why?
7. Name requisites in the teacher for good government.
8. Name two of the advantages claimed for the sentence method of teaching reading.
9. What is the teacher's only effective remedy for useless worry?
10. Mention some of the injurious effects of home criticism of the teacher.

ARITHMETIC.

1. Classify as proper or improper each of the following fractions, and express the value of each in words: (a) $\frac{1}{11}$; $b \frac{1}{2}$; $c \frac{2}{3}$; $d \frac{11}{13}$; $e \frac{1}{2}$.
2. Reduce each of the following to yards and find the sum of results; $\frac{3}{4}$ rd., $2\frac{1}{2}$ ft., and 21 in.
3. If .55 of a ton of hay is worth \$6.82, what is it worth per ton?
4. Find the date *a* 90 days after March 16, 1895; *b* 90 days before March 16, 1895; *c* 3 months after March 16 1895.
5. The difference in the local time of two places is 3 hr. 7 min. Find the difference in longitude.
6. A dealer mixed teas that cost 28 cents, 35 cents, and 37 cents per pound respectively, in equal quantities, and sold the mixture at an advance of $\frac{1}{3}$ on the cost. Required the selling price per pound.
7. The base of a right-angled triangle is 120 feet, and the perpendicular 22 feet. Find the hypotenuse.
8. Find the missing number in the porportion

$$\begin{array}{ccccccc} 8 & : & 6 & :: & 33 & : & 5 \\ 7 & : & 15 & :: & () & : & 18 \\ 45 & : & 28 & :: & 50 & : & 11 \end{array}$$
9. An agent remitted to his principal \$1,664.21 as the proceeds of a sale of furniture. Find the sum for which the furniture was sold, if the agent retained a commission of 5 per cent.
10. The proceeds of a 2-months note made and discounted at a Rochester, N. Y., bank, September 3, 1894, were \$133.58 $\frac{1}{2}$. Find the face of the note.

GEOGRAPHY.

1. Define (a) isthmus; (b) delta; (c) oasis.
2. Give approximately the next date when the sun's rays shall be vertical at (a) the Equator; (b) the Tropic of Cancer; (c) the Tropic of Capricorn.
3. Give three reasons showing why the densest populations are found on comparative low planes.
4. (a) Beginning with the highest arrange the following cities in order of their elevation above sea level, and (b) give reason for the arrangement: Philadelphia, St. Louis, Minneapolis.
5. (a) What is the great sugar producing State of the Union? (b) What is the greatest cotton market in the United States?
6. What river is on part of the boundary between (a) the United States and Mexico; (b) Europe and Asia?

7. Mention two mineral products extensively mined about Lake Superior and Lake Michigan.

8. Name the principal city on Lake Erie in (a) Ohio; (b) Pennsylvania; (c) New York.

9. In what part of the State of New York is (a) Ulster county; (b) Alleghany county; c Clinton county; d Washington county; e Suffolk county?

10. Mention three important exports of Japan?

COMPOSITION.

Write a composition on one of the following subjects:

1. A description of a Tree.
2. A description of a Summer Day.
3. Home Pleasures.
4. Customs Peculiar to the American People.

PHYSIOLOGY AND HYGIENE.

1. Locate the heart with reference to the lungs, mentioning also the cavity in which it is located.
2. a Name the artery that leads from the left side of the heart. b State the color of blood that flows through it.
3. Why do people in very cold climates eat much fat?
4. Mention four processes through which food passes before it is assimilated.
5. Mention three causes that tend to produce dyspepsia.
6. Give three hygienic rules for beautifying the skin.
7. What is the function of a the epiglottis; b the valves of the veins?
8. State approximately the number of hours a day the average healthy adult should devote to a sleep: b work; c recreation. d At what period of life is the most sleep needed?
9. Mention four kinds of mineral matter which are essential to the proper nutrition of the body.
10. How does the use of tobacco affect the intellectual life of a boy?

GRAMMAR.

1. Of the numerous nations which occupied the great American continent
2. At the time of the discovery by the Europeans, the two most advanced
3. In power and refinement were undoubtedly those of Mexico and Peru.
4. But though resembling one another in extent of civilization, they

5. Differed widely as to the nature of it; and the philosophical student of

6. His species may feel a natural curiosity to trace the different steps by

7. Which these two nations strove to emerge from the state of barbarism,

8. And place themselves on a higher point in the scale of humanity.

W. H. PRESCOTT.

The first eight questions refer to the above selection.

1. Classify in accordance with notes 1 and 2 the following clauses: *a* which occupied (lines 1, 2); *b* two were those (lines 4, 5, 6); *c* they differed (lines 8, 9); *d* student may feel (lines 10, 11); *e* nations' strove (line 13).

2. Give a two modifiers of *occupied* (line 2); and three modifiers of *student* (line 10).

3. Name the part of speech under which each of the following should be classified: *a* which (line 1); *b* most (line 4); *c* but (line 7); *d* though (line 7) *e* higher (line 15).

4. Select a two participles, not including any used to form compound tenses; b three infinitives.

5. Parse *which* (line 6).

6. Give the mode, tense, and number *a* different (line 12); *b* may feel (line 11).

7. Give the syntax of *a* those (line 6); *b* Peru (line 6); *c* steps (line 12).

8. Name and illustrate three different ways of comparing adjectives.

9. Give a synopsis (first person singular) of the verb *lay* through the indicative mode.

10. Write a sentence containing a verb used *a* in the subjunctive mode; *b* in the imperative mode.

ORTHOGRAPHY.

- | | | |
|----------------|----------------|-----------------|
| 1. whether, | 18. brilliant, | 34. triumph, |
| 2. climbed, | 19. granite, | 35. shrewd, |
| 3. glossy, | 20. legally, | 36. beautiful, |
| 4. Wyoming, | 21. profusion, | 37. suspension, |
| 5. route, | 22. Brooklyn, | 38. chasm, |
| 6. entrance, | 23. distinct, | 39. radiance, |
| 7. converse, | 24. diction, | 40. covetous, |
| 8. dividend, | 25. muscular, | 41. condensed, |
| 9. precise, | 26. proximity, | 42. recited, |
| 10. plumber, | 27. Seneca, | 43. process, |
| 11. accurate, | 28. irritate, | 44. machine, |
| 12. destitute, | 29. delineate, | 45. February, |
| 13. reporter, | 30. conveying, | 46. until, |
| 14. censure, | 31. prudence, | 47. situation, |
| 15. caution, | 32. elegance, | 48. expansion, |
| 16. dismal, | 33. expressly, | 49. healthy, |
| 17. budding, | | 50. crevice. |

ANSWERS.

CIVIL GOVERNMENT.

1. *a* That form of government in which the power is vested in representatives chosen by the people. *b* Answers will differ.

2. *a* Thirty-five years. *b* Thirty years. *c* Twenty-five years.

3. In order to obtain a body of men more experienced than those in the House of Representatives. That they might be independent of popular impulses. To check frequent changes in the laws. Other correct answers accepted.

4. *a* The United States supreme court. *b* By appointment by the president, by and with the advice and consent of the Senate.

5. Answers will differ.

6. Public debt, common defense, and general welfare.

7. In order that the people may know that their representatives are acting in the best interests of the people.

8. To facilitate government.

9. In order that unwise or iniquitous laws shall not be enacted without the people knowing of such contemplated action.

10. Seizure and sale of property.

AMERICAN HISTORY.

1. *a* 1607. *b* St. Augustine, Santa Fe, Quebec.

2. *a* England. *b* Lake Champlain.

3. *a* Kentucky. *b* New York. *c* Kansas. *d* Massachusetts. *e* Rhode Island.

4. *a* The French and Indian war, the revolution, and the war of 1812. *b* Answers will differ.

5. *a* George Washington, John Adams, and Thomas Jefferson. *b* Eight, four, and eight years respectively.

6. Answers will differ.

7. *a* Thomas Jefferson. *b* Andrew Jackson. *c* James K. Polk.

8. *a* The war of 1812 and the Mexican war. *b* The Mexican war and the civil war.

9. *a* Of the democratic party, Samuel J. Tilden; of the republican party, Rutherford B. Hayes. *b* By a body of fifteen men called an electoral commission, to whom the question of the disputed election was referred by Congress.

10. *a* The declaration of independence, July 4th, 1776. *b* The soldier dead of the civil war. *c* February 22, Washington's birthday. *d* Thanksgiving day.

METHODS AND SCHOOL ECONOMY.

1. To discipline the mind.

2. The powers of the mind, body, and heart simultaneously.

3. *a* It consists in lecturing children upon every subject which occurs to the teacher. *b* The mind becomes a passive recipient, taking in without resistance.

4. Answers will differ.

5. Answers will differ.

6. It disheartens him so far that imaginary difficulties become insurmountable and he gives up in despair.

7. Self Government; a confidence in his ability to govern; decision and firmness.

8. It is a natural way. The attention of the child is directed to the expression of the thought. It makes the child thoughtful.

9. Earnest preparation for class instruction.

10. The pupils enter the school with their faith in the teacher unsettled. This lack of faith lessens their interest in their work and not infrequently leads to misconduct.

ARITHMETIC.

1. *a* Proper—thirteen forty-firsts. *b* Improper—thirteen halves. *c* Improper—thirty-three thirty-thirds. *d* Improper—one hundred thirteen ninety-fifths. *e* Proper—eleven fifty-seconds.

2. *a* $4\frac{1}{2}$ yds., $\frac{8}{9}$ yd. and $\frac{7}{8}$ yd. Sum, $5\frac{1}{2}$ yds.

3. \$12.40.

4. *a* June 14, 1895. *b* December 16, 1895. *c* June 16, 1895.

5. $46^{\circ} 45'$.

6. 40 cents.

7. 122 feet.

8. $\frac{1}{2}$.

9. \$1,751.80.

10. \$135.

PHYSIOLOGY AND HYGIENE.

1. Between the lobes of the lungs, within the thoracic cavity.

2. The aorta. *b* Light red.

3. Fat is particularly a heat-producing food, and people in very cold climates need much food of this kind to preserve the required temperature of the body.

4. Mastication, insalivation, swallowing, digestion, absorption, circulation.

5. Answers will differ.

6. Bathe judiciously. Carefully regulate the diet. Exercise regularly in the open air. Take regular and sufficient sleep.

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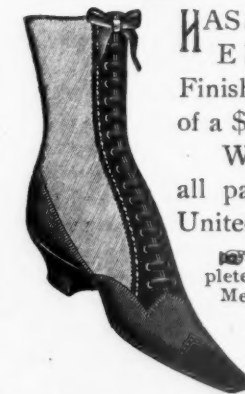
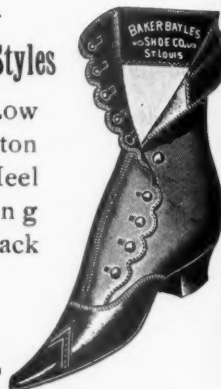
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7. *a* To prevent the food from entering the trachea. *b* To prevent the blood from flowing backward.

8. *a* Eight hours. *b* Eight hours. *c* Eight hours. *d* In childhood.

9. Water, lime, magnesia, soda, potash, fluorine, iron, common salt.

10. It tends to interfere with the healthful action of the brain, causing nervousness, languor, depression, forgetfulness.

GEOGRAPHY.

1. *a*. An isthmus is a narrow neck of land connecting two larger bodies of land.

b A delta is land formed of sediment which a river brings from its upper part and deposits at its mouth, forming more than one mouth to the river. *c*. An oasis is a fertile place in a desert.

2. *a* March 22, 1895. *b* June 22, 1895. *c* December 22, 1895.

3. Ease of access, fertility of soil, water supply, water power, and waterways.

4. *a* Minneapolis, St. Louis, Philadelphia. *b* Minneapolis is near the headwaters of the Mississippi; St. Louis is farther down the river, and Philadelphia is near the level of the sea at the mouth of the Delaware river.

5. *a* Louisiana. *b* New Orleans.

6. *a* The Rio Grande. *b* The Ural river.

7. Iron, copper, coal.

8. *a* Cleveland. *b* Erie. *c* Buffalo.

9. *a* In the southeastern part.

b In the southwestern part.

c In the northeastern part.

d In the eastern part.

e In the southeastern part, on Long Island.

10. Silk, tea, lacquer-ware, fans, copper, coal, rice, fish, porcelain goods.

GRAMMAR.

1. *a* Adjective. *b* Principal. *c* Principal. *d* Principal. *e* Adjective.

2. *a* Object *continent*, and the adverbial phrase *at time*. *b* Adjectives *the* and *philosophical*, and adjective phrase *of species*.

3. *a* Pronoun. *b* Adverb. *c* Conjunction. *d* Conjunction. *e* Adjective.

4. *a* Advanced, resembling. *b* To trace, to emerge (to) place.

5. Relative pronoun, third person, plural number, and neuter gender, to agree with the antecedent *steps*; object of the preposition *by*, and in the objective case.

6. *a* Indicative, past, plural. *b* Potential, present, singular.

7. *a* Attribute (predicate noun), nominative case. *b* Object of the preposition *of*, objective case. *c* Object of the verb *to trace*, objective case.

8. *a* By adding a syllable, e. g. *large*, *larger*, *largest*. *b* By prefixing an adverb, e. g., *beautiful*, *more beautiful*, *most beautiful*. *c* By the use of different words, e. g., *good*, *better*, *best*.

9. Present, I lay; past, I laid; future, I shall (will) lay; present perfect, I have laid; past perfect, I had laid; future perfect, I shall (will) have laid.

10. *a* Ex. "Were I an American, as I am an Englishman, I would never lay down my arms." &c. *b* Ex. "Hear me ye walls that echoed to the tread of either Brutus."

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ANALYSIS AND DIAGRAMMING.

THE principles of diagramming are few and simple.

1. All co-ordinate elements modifying one base or superior-ordinate are arranged in vertical columns; and of compound sentences, the simple or complex sentences constituting the co-ordination are arranged in vertical columns in the same continuous line.

2. All subordinate elements of every description having a common base or superordinate, are separated from their superordinate by a brace, which both shows their common subordination and their co ordination.

3. All single subordinate elements with no co-ordinates are separated from their superordinates and subordinated by a bar.

4. All subordinate elements are placed at the right of their superordinates, separated, subordinated and co-ordinated by the notation given in 2nd and 3d principles.

5. Provided any element modifies a complex base, a vinculum extends under or above the entire complex base or superordinate.

6. If a copula is modified by an adverbial or subjective element, a vinculum is placed either over or under the copula and a half brace is annexed; the modifier is then placed in the half brace.

7. If any element modifies two or more co-ordinate bases, an inverted brace expresses this relation.

I give here also a logical program for verbal analysis. It will apply to sentences and elements of every description with equal facility and felicity.

PROGRAM FOR VERBAL ANALYSIS.

- | | | |
|--------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------|
| 1. Describe the sentence | { as to structure
as to proposition | { Simple,
Complex,
Compound,
Declarative,
Imperative,
Interrogative. |
| 2. Give the complex subject. | | |
| 3. Give the simple subject. | | |
| 4. Describe the modifiers of the subject as to | { Structure,
Relation,
Base. | |
| 5. Give the base of the modifier and describe its modifiers. | | |
| 6. Give the complex predicate. | | |
| 7. Give the simple predicate. | | |
| 8. Describe the modifiers of the predicate as to | { Structure,
Relation,
Base. | |
| 9. Give the base of the modifier and describe its modifiers. | | |

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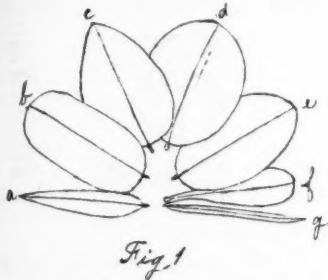
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A LESSON ON LEAVES.

BY BESSIE L. PUTNAM.

A COMPARISON of the different kinds of leaves shows almost as much variation in their form as in that of flowers; even in many instances species closely related differ widely in regard to foliage. A collection of wild violets, including the bird-foot violet, may be cited as an illustration of this.

A long, uniformly slender leaf is termed *linear* (g in Fig. 1), the word signifying like a line. Of this form the



slender flag, corn cockle, narrow-leaved spring beauty and many grasses are familiar examples.

A leaf somewhat broader in the middle, and tapering upwards or in both directions is called *lanceolate*. (a.) Compare the common cudweed, blue-eyed grass and English plantain.

When nearly twice or three times as long as broad it is styled *oblong*, (b.) as in the wild black cherry and cucumber tree.

An oblong leaf with flowing outline, the two ends of equal width, is called *elliptical*. (e.) This form is found in the swamp rose and shin-leaf.

A broadly elliptical leaf, as in the wild yellow honeysuckle, is *oval*. When broader at the base, that is, having an egg-shaped outline, it is *ovate*. (c.) This is a common form, of which the American crab and prairie rose may serve as illustrations.

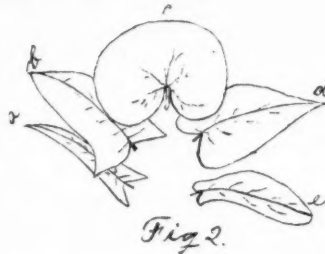
A leaf nearly circular in outline, as the white water lily and some orchids, is called *orbicular* or *rotund* (d.)

Lanceolate and ovate leaves with the narrow end at the base are called *ob-lanceolate* and *obovate*, respectively. A leaf narrow at the base and rounded above is termed *spatulate* (f.) This is a form not uncommon among the asters.

These are the principal leaf forms. It must be remembered, however, that they often blend together to a certain extent, thereby giving rise to the terms *ovate-lanceolate*, *linear-oblong*, etc. Vari-

ations also frequently occur in the same species; thus leaves of the common plantain vary from oval to ovate and oblong in individual specimens.

A modification of the base or lower part of a leaf completely changes its general appearance. Thus leaves of catalpa, calla and magnolia might be so trimmed at the base that (eliminating venation from the mind), they would approximate an ovate form.



Small projections at the base are termed ears; and the leaf with such appendages, *auriculate* (Fig. 2, e.), as in one of the magnolias and in some of the native asters.

If these points turn downward while the main portion of the leaf tapers upward, it is *sagittate* (a) as in the arrow-leaved tear-thumb and the well-known semi-aquatic, *Sagittaria* or arrow-head.

Lobes pointing outward, assuming the form of a halberd, are *hastate* (b); an excellent form of this occurs in the halberd-leaved tear-thumb of *Polygonum*.

The heart-shaped or *cordate* (d) base is one of the most familiar forms. A combination of the cordate and hastate is observed in the cultivated calla, thus showing that base forms as well as general outlines sometimes merge together or overlap.

The *reniform* or *kidney-shaped* leaf (c) is more rounded than the cordate, as in the ground ivy and wild ginger.

Sometimes, as in the water lily and nasturtium, the stem is attached near the center of the leaf. It is then termed *pettate*.

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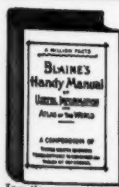
THE May *Scribner* is more than usually full of good things, one of the best being Robert Grant's discussion of the question of Occupation, which is just at this time confronting so many young men who are about to finish their college careers. The paper is one of the most pertinent in his series on "The Art of Living."

"The Criminal Crowding of Public Schools," and "Crowded Schools as Promoters of Disease," are two subjects of pressing importance that will be taken up in *The Forum* for May. Professor J. H. Penniman, of Philadelphia, by a study of school reports themselves of many of our principal cities, shows what lamentable lack of sufficient and wholesome buildings there are. Dr. H. D. Chapin, of New York, lays down the conditions that should govern the healthful building and arrangement of school-rooms.

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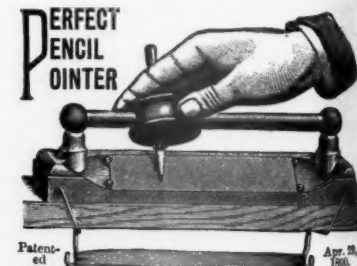
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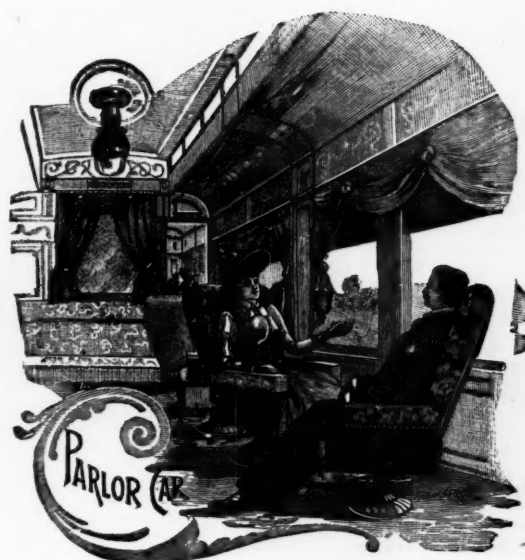
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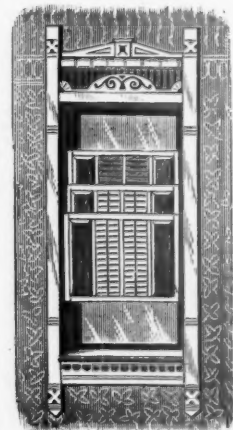
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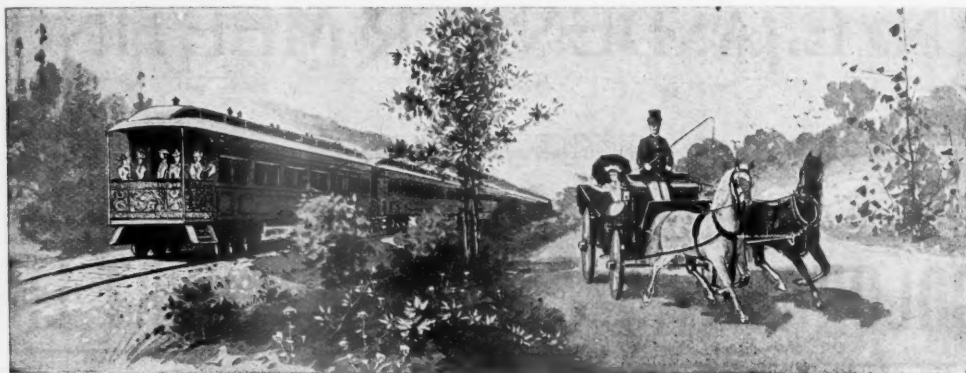
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